

EYFS Long Term Plan Continuous Provision - Outdoor Play

Characteristics of Effective Learning - How a child is learning

<p style="text-align: center;">Playing and Exploring</p> <p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people <p>Being willing to 'have a go'</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	<p style="text-align: center;">Active learning</p> <p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p style="text-align: center;">Creating and Thinking Critically</p> <p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked 	
<p style="text-align: center;">Permanent Resources</p> <p>Wet play resources Outdoor water play - hose pipes, guttering, bamboo pipes Gardening equipment and resources. Sand pit Large wood blocks Milk crates and tyres Exploring and investigating resources Small equipment e.g. bean bags, balls, bats Wheeled equipment Den e.g. tent, ainer Role play box Messy play activities Mark making equipment Woodwork and workbench resources Digging area Outdoor play house Resource enhancements throughout the year Small world play linked to stories Parachute games Treasure hunts Role play and writing activities linked to stories Large scale painting and creative activities Weather boxes Portable resource boxes</p>	<p style="text-align: center;">Possible Experiences</p> <p>To explore, question and care for their environment and the natural world To be aware of the weather and experience its effects on ourselves and on resources To observe similarities, differences, patterns and changes within their environment To give opportunities for children to work collaboratively and negotiate To discuss ideas, observations and experiences with peers and adults To be able to work on a large scale. To select resources and equipment for a purpose and to use safely To engage in imaginative play. To move with increasing control and coordination safely To negotiate space and recognise boundaries To persevere To develop gross and fine motor skills Enable risk and challenge</p>	<p style="text-align: center;">Adult Role</p> <p>Positive Relationships Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things Show your own concern and respect for others, living things and the environment Collaborate with children in creating explicit rules for the care of the environment Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient Explain why safety is an important factor in handling tools, equipment sensible rules for everybody to follow</p> <p style="text-align: center;">Enabling Environments</p> <p>Provide spare clothing/Wellies for all weathers Provide time and space for energetic play daily Provide large portable equipment for children to move about safely to create their own structures Practise movement skills through games with beanbags, cones, balls and hoops Provide opportunities for children to move in different ways and at different speeds, balancing, target throwing, rolling, kicking Provide opportunities for planting and digging</p>	<p style="text-align: center;">Appropriate Vocabulary</p> <p>Outside Walking, running, hopping, rolling, sliding, jumping, crawling Features of their environment e.g. hill, pond, river, road, railway etc. Positional language Emotions Pushing, pulling, turning, spinning, bouncing etc. Textures - rough, smooth, shiny, sharp. Weather related vocabulary - sun, rain, warm, cold, and wet, dry, frosty...</p> <p style="text-align: center;">Questions and Phrases</p> <p>Open ended questions - why, what, how Questions that enable children to make a choice Suggestions - I wonder what will happen if? Modelling thinking - 'I think this heavy stone will sink but how can I test it?' Clarifying ideas - are you telling me that you think this plant will grow in water?' What does the rain feel like?</p>

Outdoor Play - A Unique Child - Observing what a child is learning - 36-60+ months

Personal, Social and Emotional Development	Communication and Language	Physical Development	
<p>Initiates play, offering cues to peers to join them</p> <p>Keeps play going by responding to what others are saying or doing</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>Can select and use activities and resources with help</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine</p>	<p>Is able to follow directions (if not intently focused on own choice of activity)</p> <p>Two-channelled attention - can listen and do for short span.</p> <p>Understands use of objects (e.g. "What do we use to cut things?")</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</p> <p>Responds to simple instructions, e.g. to get or put away an object</p> <p>Beginning to understand 'why' and 'how' questions</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative into their play</p>	<p>Can stand momentarily on one foot when shown</p> <p>Draws lines and circles using gross motor movements</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors</p> <p>Experiments with different ways of moving</p> <p>Jumps off an object and lands appropriately</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Shows a preference for a dominant hand</p> <p>Observes the effects of activity on their bodies</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</p> <p>Shows understanding of how to transport and store equipment safely</p>	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Recognises familiar words and signs such as own name and advertising logos</p> <p>Beginning to be aware of the way stories are structured</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p>Gives meaning to marks they make as they draw, write and paint</p> <p>Begins to break the flow of speech into words.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>Writes own name and other things such as labels, captions</p> <p>Attempts to write short sentences in meaningful contexts</p>	<p>Shows an interest in numerals in the environment</p> <p>Shows an interest in representing numbers</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</p> <p>Records, using marks that they can interpret and explain</p> <p>Begins to identify own mathematical problems based on own interests and fascinations</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements</p> <p>Shows interest in shapes in the environment</p> <p>Uses shapes appropriately for tasks</p> <p>Orders two or three items by length or height</p> <p>Orders two items by weight or capacity</p> <p>Uses everyday language related to time</p>	<p>Remembers and talks about significant events in their own experience</p> <p>Shows interest in different occupations and ways of life</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>Talks about why things happen and how things work</p> <p>Developing an understanding of growth, decay and changes over time</p> <p>Shows care and concern for living things and the environment</p> <p>Looks closely at similarities, differences, patterns and change</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p>	<p>Enjoys joining in with dancing and ring games</p> <p>Beginning to be interested in and describe the texture of things</p> <p>Uses various construction materials</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Joins construction pieces together to build and balance</p> <p>Realises tools can be used for a purpose</p> <p>Understands that different media can be combined to create new effects</p> <p>Constructs with a purpose in mind, using a variety of resources</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Selects appropriate resources and adapts work where necessary</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p>

Outdoor Play - A Unique Child - Observing what a child is learning - 0-36 months

Personal, Social and Emotional Development	Communication and Language	Physical Development	
<p>Shows interest in the activities of others and responds differently to children and adults e.g. may be more interested in watching children than adults</p> <p>Seeks out others to share experiences</p> <p>Shows affection and concern for people who are special to them.</p> <p>May form a special friendship with another child</p> <p>Separates from main carer with support and encouragement from a familiar adult</p> <p>Expresses own preferences and interests</p> <p>Seeks comfort from familiar adults when needed</p> <p>Can express their own feelings such as sad, happy, cross, scared, and worried</p> <p>Responds to the wishes and feelings of others</p> <p>Aware that some actions can hurt or harm others</p> <p>Tries to help or give comfort when others are distressed</p> <p>Shows understanding and cooperates with some boundaries and routines</p> <p>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't</p> <p>Growing ability to distract self when upset, e.g. by engaging in a new play activity</p>	<p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</p> <p>Identifies action words by pointing to the right picture, e.g. 'who's jumping?'</p> <p>Understands more complex sentences, e.g. 'Put yours toys away and we'll read a book.'</p> <p>Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is it?)</p> <p>Developing understanding of simple concepts (e.g. big/little)</p> <p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts</p> <p>Holds a conversation, jumping from topic to topic</p> <p>Learns new words very rapidly and is able to use them in communicating</p> <p>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'</p> <p>Uses a variety of questions (e.g. what, where, who)</p> <p>Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>Beginning to use word endings (e.g. going, cats)</p>	<p>Runs safely on whole foot</p> <p>Makes connections between their movement and the marks they make</p> <p>Squats with steadiness to rest or play with object on the ground, rises to feet without using hands</p> <p>Climbs confidently and is beginning to rest or play with object on the ground, and rises to feet without using hands</p> <p>Can kick a large ball</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools</p> <p>Walks upstairs or downstairs holding onto a rail two feet to a step</p> <p>May be beginning to show preference for dominant hand</p> <p>Clearly communicates their need for potty or toilet</p> <p>Beginning to recognise danger and seeks support of significant adults for help</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt</p> <p>Beginning to be independent in self-care, but still often needs support</p>	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Repeats words or phrases from familiar stories</p> <p>Distinguishes between the different marks they make.</p>	<p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'</p> <p>Recites some number names in sequence</p> <p>Creates and experiments with symbols and marks representing ideas of number</p> <p>Begins to make comparisons between quantities</p> <p>Uses some language of quantities, such as 'more' and 'a lot'</p> <p>Knows that a group of things changes in quantity when everything is added or taken away</p> <p>Notices simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size</p> <p>Begins to use the language of size</p>	<p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea</p> <p>Beginning to have their own friends</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>Enjoys playing with small-world models such as a farm, a garage or a train track</p> <p>Notices detailed features of objects in their environment</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</p>	<p>Creates sounds by banging, shaking, tapping or blowing</p> <p>Shows an interest in the way musical instruments sounds</p> <p>Experiments with blocks, colours and marks</p> <p>Beginning to make-believe by pretending</p>