**Continuous Provision Outdoors**

**The Environment**

When the learning environment is set up with interesting and engaging materials, the children will experience higher levels of involvement for longer periods of time. This is when deep level learning begins to happen. The environment begins to act like an additional teacher and so continuous learning can then happen.

The outdoor environment should include the following learning areas:

* Physical areas - promoting large and fine motor skills
* Investigation areas – including sand, water, mud and other investigative experiences where children may be testing how things work, move or balance, etc. This can include experiences such as den building.
* Horticulture – where planting and harvesting take place. Herbs (lavender, thyme, mint, rosemary …), daisies, dandelions, grasses are brilliant additions to any mud station.
* Blocks & Construction – including wooden blocks, commercial blocks, low cost/no cost recycled loose parts. Construction play is where you will often find the best role play
* Role Play – should emerge from the children. Through listening to children, you will pick up on what they are pretending to be (often working in Mc Donalds or the Ice Cream shop) – support the children by asking them what props they might need. Small world imaginative play is part of role play.
* Creative area – promoting visual arts, imagination, drama, music and sound exploration

Whilst these are broadly the learning areas that you may have access to throughout your learning environment, they do not need to be tightly boxed or enclosed as discreet spaces. Children will often transport items to other areas. For example, there is nothing more magical than taking some small people or animals to play with under a bush! The bush will often provide a very natural context for small world imaginative play outdoors.

Music and sound exploration can often happen in the Mud Station where children are banging, pounding, grinding, whisking – all sounds that we should be ***tapping*** into as part of our early music programmes.

The following planning grid maps out some of the possible learning that may take place within these learning areas. Children should be able to move freely through the learning areas.

The plan that follows is designed to support your overall annual provision – your monthly/6 weekly plans in the curriculum areas will indicate where you may need to add some additional materials to the learning areas. And remember that you are evaluating learning across the curriculum – not the learning areas!

“Being with children” is paramount. Through watching and listening, you will pick up on children’s threads of interest, learning, understandings and misunderstandings. You can then extend thinking, language and learning from the child’s perspective, and you can also capture wonderful teaching moments to be brought back and explored through a plenary session in the classroom.

**Continuous Provision Outdoors** (Physical Development Inspired by Jan White - “Every Child a Mover”)

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| Learning intention | What do children need to do? | What does the environment need? | What resources and equipment are required? | Evaluation |
| 1. **Develop balance and coordination** | Twist  Turn  Spin  Tilt  Tip  Jump  Land  Bounce  Squat  Rock  Roll  Swing  Fall  Slide  Move Fast | Slopes  Steps  Slides  Low walls  A-frames  Jumping off points  Upright poles  Bars to hang upside down from  Uneven and wobbly surfaces  Places to run  Places to cycle or pedal  Grass, carpet and other soft surfaces for body play | Soft mats Tyres  Rockers  Hammocks  Spinning bowls  Balance bikes  Vehicles  Crates  Planks  Cylinders |  |
| 1. **Develop spatial awareness and deep sensory feeling (proprioception)** | Push  Pat  Pull  Stretch  Hang  Throw  Catch  Aim  Pass  Hit  Kick  Lift  Carry  Start and Stop | Sand pit Gravel  Slopes  Steps  Firm and uneven surfaces  Pathways to support challenging vehicle use  Bars to hang from  Walls to throw balls at  Grass, carpet and other soft surfaces for body play & games | Wheeled vehicles Balance bikes  Carts  Wheelbarrows  Pushchairs  Ropes and Pulleys  Baskets  Buckets  Watering cans  Adult sized brushes  Spades  Rakes  Hose pipes  Tyres  Logs  Guttering pipes  Crates  Blocks  Skipping ropes  Tug-of-war ropes  Wide variety of balls |  |
| 1. **Develop whole-brain and whole body control through cross lateral movement** | Crawl  Climb  Clamber  Pedal  Run  Walk  Step  Skip  Shuffle  Slither | Space to run, skip, walk Slopes and mounds  Steps  Stepping stones  Climbing frames  Tunnels  Bridges  Grass, carpet and other soft surfaces for body play & games | Ladders Climbing Ropes  Climbing Apparatus  Crates  Tyres  Mobile tunnels (Boxes)  Sheets, voiles, nets  Vehicles  Ropes for skipping and stepping over  Dance mats  Big Brushes for large scale painting |  |
| Develop upper arm strength through the use of upper arm and upper body | Push  Pull  Stretch  Reach  Throw  Hit  Lift  Manipulate heavy items  Carry  Raise arms above the head  Take the weight of your own body | Sand Soil  Gardening area  Cobbles and stones for moving  Monkey/Trapeze bars  Clambering nets  Large chalk boards  Plastic or Perspex sheeting for large scale painting  Walls  Wooden and wire fences | Shaving Foam for painting using large arm movements Containers with handles  Balls and targets  Skipping ropes  Blocks  Logs  Crates  Tyres  Barrels  Guttering  Downpipes  Carts  Wheelbarrows  Spades  Long handle brushes for yard  Rollers for painting  Ropes and pulleys  Ribbon, wool, long grasses, tinsel, etc. for weaving |  |
| Develop hand muscle, hand control and fine motor skills | Point  Reach  Grasp  Grip  Shake  Stretch  Squeeze  Poke  Squirt  Hold  Twist  Hang  Throw  Stroke  Smooth  Press  Pat  Hit  Bang  Stamp  Punch  Stir  Beat  Pinch  Pull  Push  Lever  Sweep  Brush  Wipe  Turn  Mash  Grind  Whisk | Textured surfaces – ground and walls Tactile areas  Sand area  Water  Mud  Grass  Mud Station | Sand Water  Water taps  Mud  Gravel  Pebbles  Stones  Plants for picking and gathering (leaves, dandelions, daisies, grass)  Paint brushes  Masonry brushes  Paint rollers  Water sprays  Kitchen utensils – potato masher, whisks, turkey baster, sieves, slotted spoons, tongs, pegs  Mortar and pestle  Natural materials - Shells  Conkers, Pine Cones  Keys  Locks  Chains |  |
| Mathematics **Develop an understanding of measures and balance**  **Develop an understanding of number**  **Develop an understanding of shape and space** | Measure length, height, weight … Compare  Test  Balance  Explore time  Count, quantity, make sets, order items and themselves, sequence, calculate, explore patterns  Explore 2D and 3D shapes, sort, describe, move through spaces, understand and use positional language, follow and give directions | Water  Sand  Stones  Mud  Leaves  Large loose parts  Tunnels  Tall grass, hedges, spaces to move through | Planks  Cylinders  Tyres  Various sizes of Buckets, vessels  Containers with lids  Clip boards  Labeling card  Markers  Tape measures/rulers/string  Chalk  Balance scales – commercial or home made  Stop watches  Wheeled vehicles  Washing lines  Pegs  Plastic bottles, containers  Blocks, planks, tyres, den building materials, clamps, materials |  |
| WAU **Develop an understanding of movement & energy**  **Develop an understanding of interdependence**  **Develop an understanding of change over time**  **Develop an understanding of Place** | Test  Investigate  Problem-solve  What makes things move?  How do we make things move fast or slow?  Explore natural source of light and sound outdoors  Be aware of similarities between themselves and others.  Be aware that they share their world with other living things  Observe changes in seasons, weather, and in familiar materials  Be aware of where they live.  Learn about what is in their immediate world. Experience the affordances of all of our weather conditions | Water  Wind  Slopes  Sun  Wind  Rain  Sounds in environment  Nature outdoors – plants, insects, birds, animals  Space to move  Trees, Shrubs, Plants  Sand  Mud Station  Large loose parts | Planks  Guttering, pipes, tubes, bends, connectors  Tarps  Logs  Leaves  Cars  Wheels/Tyres  Hose, Spray gun, corks, pipettes, syringes, containers  Cameras/iPads  Sand  Chalk  Paper  Cameras/iPads  Writing and drawing materials for observation of what is outdoors  Leaves, foliage, soil  Pots, pans, utensils  Writing and recording materials  Maps of local area  Photographs of local buildings and landmarks  Wheeled vehicles  Writing materials |  |
| The Arts **Explore mark making and drawing**  **Explore colour**  **on large scale**  **Experiment with printmaking**  **Develop a sense of spatial awareness through the use of 3D materials**  **Develop thoughts, ideas and feelings through imaginative play**  **Develop an understanding of sound and how different sounds can be made** | Experiment  Choose materials  Mix  Paint  Spray  Explore  Experiment  Construct, build, connect, measure, test  Imagine, pretend, act, improvise, collaborate, listen, share  Experiment, test, listen, create, improvise | Prepared work space for large scale and shared work  Loose Parts construction area  Space. Interesting and inviting spaces  Space prepared for sound exploration.  Spaces identified where environmental sounds can be explored | Big boards, sheets/rolls of paper. Clear/white Perspex sheet  Sheets of cardboard  Mud, water, chalks, loose parts for temporary art  iPad, cameras Brushes of various sizes/types, fingers, sponges, combs, spray containers Paint  Water  Washing up liquid  Containers  Tyres, paint, mud, water, various sizes and types of paper, card  Blocks, planks, tyres, tubes, pipes, writing materials, card, scissors, joining materials  Fabrics (non-descriptive), small natural loose parts, authentic small world animals, vehicles, people  Stones (various shapes and sizes)  Containers – metal, plastic, wood, cardboard, stone,  Beaters – variety of materials  Sticks  Lids  Small containers with lids  Shells, small pebbles, pine cones, conkers, beech nuts …  Storage |  |