**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**
 | TwistTurnSpinTiltTipJumpLandBounceSquatRockRollSwingFallSlideMove Fast | SlopesStepsSlidesLow wallsA-framesJumping off pointsUpright polesBars to hang upside down fromUneven and wobbly surfacesPlaces to runPlaces to cycle or pedalGrass, carpet and other soft surfaces for body play | Soft matsTyresRockersHammocksSpinning bowlsBalance bikesVehiclesCratesPlanksCylinders |  |
| 1. **Develop spatial awareness and deep sensory feeling (proprioception)**
 | PushPatPullStretchHangThrowCatchAimPassHitKickLiftCarryStart and Stop | Sand pitGravelSlopesStepsFirm and uneven surfacesPathways to support challenging vehicle useBars to hang fromWalls to throw balls atGrass, carpet and other soft surfaces for body play & games | Wheeled vehiclesBalance bikesCartsWheelbarrowsPushchairsRopes and PulleysBasketsBucketsWatering cansAdult sized brushesSpadesRakesHose pipesTyresLogsGuttering pipesCratesBlocksSkipping ropesTug-of-war ropesWide variety of balls |  |
| 1. **Develop whole-brain and whole body control through cross lateral movement**
 | CrawlClimbClamberPedalRunWalkStepSkipShuffleSlither | Space to run, skip, walkSlopes and moundsStepsStepping stonesClimbing framesTunnelsBridgesGrass, carpet and other soft surfaces for body play & games | LaddersClimbing RopesClimbing ApparatusCratesTyres Mobile tunnels (Boxes)Sheets, voiles, netsVehiclesRopes for skipping and stepping overDance matsBig Brushes for large scale painting |  |
| 1. Develop upper arm strength through the use of upper arm and upper body
 | PushPullStretchReachThrowHitLiftManipulate heavy itemsCarryRaise arms above the headTake the weight of your own body | Sand SoilGardening areaCobbles and stones for movingMonkey/Trapeze barsClambering netsLarge chalk boardsPlastic or Perspex sheeting for large scale paintingWallsWooden and wire fences | Shaving Foam for painting using large arm movementsContainers with handlesBalls and targetsSkipping ropesBlocksLogsCratesTyresBarrelsGutteringDownpipesCartsWheelbarrowsSpadesLong handle brushes for yardRollers for paintingRopes and pulleysRibbon, wool, long grasses, tinsel, etc. for weaving |  |
| 1. Develop hand muscle, hand control and fine motor skills
 | PointReachGraspGripShakeStretchSqueezePokeSquirtHoldTwistHangThrowStrokeSmoothPressPatHitBangStampPunchStirBeatPinchPullPushLeverSweepBrushWipeTurnMashGrindWhisk | Textured surfaces – ground and wallsTactile areasSand areaWaterMudGrassMud Station | Sand WaterWater tapsMud GravelPebblesStonesPlants for picking and gathering (leaves, dandelions, daisies, grass)Paint brushesMasonry brushesPaint rollersWater spraysKitchen utensils – potato masher, whisks, turkey baster, sieves, slotted spoons, tongs, pegsMortar and pestleNatural materials - ShellsConkers, Pine ConesKeysLocksChains |  |
| 1. Mathematics

**Develop an understanding of measures and balance****Develop an understanding of number****Develop an understanding of shape and space** | Measure length, height, weight …CompareTestBalanceExplore timeCount, quantity, make sets, order items and themselves, sequence, calculate, explore patternsExplore 2D and 3D shapes, sort, describe, move through spaces, understand and use positional language, follow and give directions | WaterSandStonesMudLeavesLarge loose partsTunnelsTall grass, hedges, spaces to move through | PlanksCylindersTyresVarious sizes of Buckets, vesselsContainers with lidsClip boardsLabeling cardMarkersTape measures/rulers/stringChalkBalance scales – commercial or home madeStop watchesWheeled vehiclesWashing linesPegsPlastic bottles, containersBlocks, planks, tyres, den building materials, clamps, materials |  |
| 1. WAU

**Develop an understanding of movement & energy****Develop an understanding of interdependence****Develop an understanding of change over time****Develop an understanding of Place**  | TestInvestigateProblem-solve What makes things move?How do we make things move fast or slow?Explore natural source of light and sound outdoorsBe aware of similarities between themselves and others.Be aware that they share their world with other living thingsObserve changes in seasons, weather, and in familiar materialsBe aware of where they live. Learn about what is in their immediate world. Experience the affordances of all of our weather conditions | WaterWindSlopes SunWindRainSounds in environmentNature outdoors – plants, insects, birds, animalsSpace to moveTrees, Shrubs, PlantsSandMud StationLarge loose parts | PlanksGuttering, pipes, tubes, bends, connectors TarpsLogsLeavesCarsWheels/TyresHose, Spray gun, corks, pipettes, syringes, containersCameras/iPadsSandChalkPaperCameras/iPadsWriting and drawing materials for observation of what is outdoorsLeaves, foliage, soilPots, pans, utensilsWriting and recording materials Maps of local areaPhotographs of local buildings and landmarksWheeled vehiclesWriting materials  |  |
| 1. 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** | ExperimentChoose materialsMixPaint Spray ExploreExperimentConstruct, build, connect, measure, testImagine, pretend, act, improvise, collaborate, listen, shareExperiment, test, listen, create, improvise | Prepared work space for large scale and shared workLoose Parts construction areaSpace. Interesting and inviting spacesSpace prepared for sound exploration.Spaces identified where environmental sounds can be explored | Big boards, sheets/rolls of paper. Clear/white Perspex sheetSheets of cardboardMud, water, chalks, loose parts for temporary artiPad, camerasBrushes of various sizes/types, fingers, sponges, combs, spray containersPaintWaterWashing up liquidContainersTyres, paint, mud, water, various sizes and types of paper, cardBlocks, planks, tyres, tubes, pipes, writing materials, card, scissors, joining materialsFabrics (non-descriptive), small natural loose parts, authentic small world animals, vehicles, peopleStones (various shapes and sizes)Containers – metal, plastic, wood, cardboard, stone, Beaters – variety of materialsSticksLidsSmall containers with lids Shells, small pebbles, pine cones, conkers, beech nuts …Storage  |  |