



Area of Provision: Outdoor Area
Early Learning Goals
<p>Understanding the World</p> <p>ELG: People, culture, and communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and map. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Personal, Social and Emotional Development</p> <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. <p>Literacy</p> <p>ELG: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. <p>Write simple phrases and sentences that can be read by others.</p> <p>Maths</p> <p>ELG: Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p>Physical Development</p> <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Characteristics of effective learning
Playing and exploring - children investigate and experience things, and 'have a go'



Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

EYFS Development Matters

Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

PSED

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Think about the perspectives of others.

Literacy

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Physical Development

- Revise and refine the fundamental movement skills they have already acquired.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Maths

- Count objects, actions and sounds.
- Subitise
- Count beyond ten.
- Compare numbers.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Understanding the World

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.



- Understand the effect of changing seasons on the natural world around them.

Resources	Organisation
<p>Maths shed – number beanbags, wooden symbols, interlocking shapes, number tiles, number fishing game, number/shape target, number cones</p> <p>PD shed – various balls, stilts, cones, beanbags, skipping ropes, skittles, quoits, hoops, balance board, space hoppers, scoops, hand/footprints</p> <p>Home corner shed – table, chairs, oven, washing machine, sink, microwave, role play food.</p> <p>Construction area – large polydron sets, wooden blocks, hard hats, tools, guttering, foam bricks, tyre, high vis.</p> <p>Blackboards</p> <p>Bikes, trikes</p> <p>Vehicles in various sizes</p> <p>Tuff trays</p> <p>Sand/water</p> <p>Picnic bench</p> <p>Climbing frame and slide</p> <p>Mud kitchen</p>	<p>Sheds currently used for Maths and physical development.</p> <p>Wendy House for home corner/ role play. (Currently being replaced sept' 23)</p> <p>Some resources stored in outside shed and brought out as and when needed.</p>

Vocabulary

- Actions, movement & skills – run, walk, jump, skip, hop, throw, roll, catch, aim, target, dribble, over arm, under arm, leap, stretch, spring, kick
- Directions – forwards, backwards, sideways, next to, under, over, through, beneath, below, above, behind, in front, high, low
 - Equipment – ball, quoit, skittles, rope, guttering, beanbag, hoop, bench, mat, bike, trike,
 - Changes to the body – hot, sweating, thirsty, out of breath, aching, muscles, energy
 - Weather – wet, dry, drizzly, foggy, icy, puddle, drips, sleet, hail stone, wind, misty, frozen, sunny, warm, shade, breezy, snow.

Examples of Enhancements

- Weather recording equipment such as rain gauge linked to seasons.
- Ice and materials in different states.
- Planting station

Look, listen and note

- Children showing increasing control with objects.
- Good hand-eye coordination.
- Handling tools/objects/construction materials safely.
- Playing cooperatively as part of a group



- Creative thinking and problem solving.
- Exploring size/shape/space.
- Persistence and collaboration.
- Children investigating and observing – weather/minibeasts/seasons.