

Outdoors Overview

ELG	How the outdoor environment provides opportunities to achieve ELG
<u>Communication, language and Literacy</u>	
<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> • Children are asked to identify sounds in the environment – aeroplanes, wind, rain, birds etc... • Children are given opportunities to demonstrate a two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. E.g. mud pie kitchen, stir their mixture and talk about what they have added. • Opportunities outside to make noise with objects – banging bin lids and cymbals, hitting metal objects such as pots and pans. • Adults encourage singing outside, singing nursery rhymes or other songs we may have learned in class. Singing spoons provided in the Literacy shed for children to use to sing with. • Adults provide opportunities for children to listen in different kinds of environments outdoors such as dens, reading shed, large open space. • Children are given opportunities to look at books independently and with an adult in the reading shed. • Adults allow children time to demonstrate their understanding, e.g. showing where something lives. • Adults provide lots of opportunities for children to take on a role in a story they know and to lead on the acting out.
<p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> • Children are able to express themselves outside in a different way to inside – scream, shout. • Adults speak in full sentences when appropriate and modelling ‘good talk’ at all times. • Adults use words taught in class outside to add more context to the words. • Adults ask wonder questions to encourage talk outside. E.g. ” I wonder how you made that potion, how can we make this boat sink to the bottom, how can we make our obstacle course even better?

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<u>Personal, Social and Emotional Development</u>	
<p>Self Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> • Outdoor area provides lots of space for children to be able to move freely around. • Areas outside such as loose parts/construction area promote working together to build and make. • Literacy shed is a calm area for children to use to regulate their feelings and behaviour if needed with books to read, rolls of paper to draw on. • Adults create games that encourage vigorous activity – e.g. racing games, ball games, construction activities, children use climbing frame at all times when outside. • Adults provide clear expectations when it is tidy away time. “Everyone to the blue wall 10-0. No more climbing frame, no more water etc... Everyone put things back where they live.” All children are expected to help and follow the instructions.
<p>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. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> • Children are encouraged to take risks but in a safe way by adults. E.g. when building a tower outside using blocks and it is wobbly, adult makes sure they are with the children and asks “is this safe to climb?” children can adjust independently and then if needed with adult support. • Children are given time outside to pursue their play and learning without interruption, to complete activities such as role play, construction, building dens and painting to their satisfaction, and to return to them if they want to. • Adults using their own discretion may leave activities out all day or over a number of days for children to return to. • Children are expected to follow Mr Potato Head rules outside, adults give reminders to children and follow the EYFS behaviour policy if needed. • All children and adults are expected to wear appropriate outdoor clothing for the outdoor environment – e.g. wellies and waterproofs. • Waterproofs are hung on a clearly named peg label with picture so that children can find their own waterproofs and put them back on their peg when they have finished. In F2 children are expected to try to do this for themselves. • Wellies are stored on a welly rack outside so that children can access them themselves. In F2 children are expected to put their own wellies on and put them back on the rack when they have finished using them. • Parents are asked to provide spare clothes for children to be left on their coat peg so that if they get wet outside they can be changed or get changed themselves into dry clothes. If a child does not have spare clothes, each classroom has some spares that can be used. Children are encouraged to be as independent as possible and shown how to change clothes if they cannot do it themselves. • Children are able to access the toilets inside at all times, the classroom doors that lead to outside are open or put on a latch so children can get in and out when they need. • Children are able to access snack and water/milk in the classroom in the same way. • Children are asked to wash their hands when they come back inside from being outside. Teachers talk to the children about germs on our hands and needing to wash them before we eat, come in from outside or after using the toilet. • Sun cream – children are asked to apply their own sun cream, an adult can direct through talk if needed.

Building Relationships

- 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.

- Adults provide lots of opportunities for team, small group or paired games to build cooperative play such as ring games like duck duck goose or ball games where children have to wait their turn or games where children might need to queue up for their turn.
- Resources provided outside need to be shared, e.g. a child may not have a spade for the sand and might need to wait, an adult can provide support with this.
- The outdoor environment encourages children to play alongside and with other children, adults provide opportunities to learn new games and this in turn enables children to build relationships with their peers after a fun, shared experience.

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<u>Physical Development</u>	
<p>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. 	<ul style="list-style-type: none"> • Outdoor area is a large space, children are able to move about freely, there are some obstacles to avoid such as the climbing frame, sheds, train, sand pit, water trays, mud pie kitchen to encourage children to negotiate space around them and the other children in the outdoor area. • Climbing frame encourages children to test out their strength, balance and coordination. • Steps on the climbing frame encourage children to practice the skill of walking up and down steps. • Children are encouraged to move in a way that suits them around the outdoor area, they are allowed to run, skip, jump, hop and climb etc. • Large portable equipment is provided so that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, tubes, guttering, blocks, cable reels, poles, pegs, large material such as tarpaulin.
<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> • Resources outside to promote the development of fine motor skills include – paintbrushes, rollers, chunky chalk, crayons, pegs, sticks, spades, spoons, forks, sweeping brushes, dustpan and brushes and hoovers. • Resources such as jugs, bottles, containers, pots and pans, trays and buckets are provided throughout the outdoor area to promote emptying, filling and pouring. • Large/chunky toys with wheels are provided for children to push and move along the floor. • Large rolls of paper, clipboards with paper and chalk boards are provided in the literacy shed along with chalks and chunky crayons to make marks, draw, write with. • Children are encouraged to make marks, draw or write with chalk or paint on the floor or the blue walls outside. • Children are encouraged to put on their own wellies and waterproofs for outside. • Children are encouraged to put their own coats on and zip them up and their own hats and gloves in the winter and sun hats and sun cream in the summer. Adults can support in stages if needed. Adults are only able to direct through talk when children are applying sun cream.

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<p><u>Literacy</u></p>	
<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play 	<ul style="list-style-type: none"> • Adults provide lots of opportunities for children to act out and tell stories outside with the support of the adults. • Stories that are being taught in the classroom, old stories, made up stories. Stories often retold outside include We're going on a bear hunt/leaf hunt, Goldilocks, Red Riding Hood, Naughty Bus as well as others. • Adults model and use recently learned vocabulary when outside to add more context to the new words. • When reading stories in the reading shed, adults ask questions after a story has been read to support children's comprehension.
<p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<ul style="list-style-type: none"> • Adults model blending to read even outside – in books, signs etc... • RWI sound mats provided in Literacy shed to support children in their sound recognition and when writing sounds. • Fred talk games played outside, led by adults – Fred says, Fred's farm, Fred's fridge. • A range of books provided such as fiction, non-fiction, nursery rhymes in a calm environment (Literacy shed) for children to access independently or with an adult • Signs and labels around the outdoor area have a picture and a word to encourage independent sight reading, word reading or sound recognition.
<p>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. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Adults model writing or mark making on the floor, walls and on paper, chalk boards all the time for children to observe and use as a good example. • Adults encourage children to make marks or practice writing sounds or words or sentences in different ways outdoors using different equipment (see fine motor skills). • RWI mats in Literacy shed to support children when writing sounds or words. • Adults provide lots of opportunities for children to write through role play outside e.g. an office, a classroom, police station, bus station, shop, cafe (writing tickets, shopping lists, recipes, registers, stories etc).

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<p>Mathematics</p>	
<p>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 	<ul style="list-style-type: none"> • Adults provide resources outdoors to promote counting and pattern – objects to use such as pine cones, stones, sticks, dolls, containers, children, spades, forks, spoons, tyres, blocks, large numicon etc... • Adults provide resources outdoors to promote number recognition - large numicon, numbers on the walls around the environment, numbers on jugs/containers. • Children encouraged to mark make and write numbers on the floor, walls (with paint or chalk), or on large rolls of paper or chalk boards in Literacy shed. • Adults introduce games involving dice outside (large foam dice used as an enhancement) e.g. how many spots? Count/subitise, can you find that many objects? Can you jump that many times? Can you run between the tyres that many times/go down the slide that many times? • Adults encourage mathematical talk during play with objects, “how many do you have, put them in a line to count them.” “You have 3, 1 more is....?” “We have made 4 cakes, if you give me 2 how many will you have left?” “You have 3 stones, how many more do we need to make 5?”
<p>Number 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. 	<ul style="list-style-type: none"> • Use of tally - Adults support team games such as racing games, adult models use of tally to show scores and encourage children to try this too. • Number bonds/doubles – adults lead games to promote understanding such as making a number bond of 5/10 in a hoop using objects from the outdoor area, doubling up objects or people or sharing items out to make it fair and equal. • Problem-solving opportunities provided outdoors for comparing length, weight and capacity, e.g. Which is the best bottle so we’ll have enough drink for everyone at the picnic? Look at the scales, which one is the heavy side? Why? Children are encouraged to explore full, half full, empty in the water area with containers, in the mud pie kitchen when creating recipes or equally in the sand pit with buckets or containers. Different 2d and 3d shapes can be found outside, children are encouraged by adults to talk about the shapes they are using or have found.

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<p><u>Understanding the World</u></p>	
<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Adults support good ecological habits outside e.g. reminding children to turn the water tap off when we are not using it, children are encouraged at different times of the year to help plant flowers and seeds and caring for the garden area, creating bird feeders to hang, creating leaf piles and log and twig piles to house hedgehogs and minibeasts. • Children are encouraged to look at the changes in the seasons when outside e.g. Autumn, look at the leaves changing colour and falling from the trees, noticing it is getting colder. • Growing plants/seeds – lots of talk about what plants need to help them to grow, children are encouraged to talk about the changes they notice over time. Children are expected to help in the watering of plants outside. • Adults lead and join in with children’s role play of past experiences – going to the shops, cooking dinner at their house, baking, going on the bus, going on the train, going to the beach, stories e.g. Bear Hunt, Little Red Riding Hood. <p>Singing spoons – provided in Literacy Shed so children can be reminded of songs they have learned previously and practice singing them.</p>
<p>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 maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> • Children are listened to and encouraged to talk about the outdoor environment – e.g. What can you see? What has happened? Why? • Family role play – building dens as houses, loose parts to create different parts of the house, mud pie kitchen to act out cooking and baking. Children are encouraged to talk about their own experiences from home through this play. • Celebrations acknowledged outside through enhancements – Diwali - rangoli patterns using chalk, Christmas – decorating trees with decorations made by children, creating a shelter for Mary, Joseph and baby Jesus. Chinese New Year – dancing like dragons, Easter – looking for signs of new life outside, mini beast hunts. • Music – children are encouraged to create their own rhythms and beats using pots and pans, cymbals, bin lids, spoons and metal sheets etc.. • Literacy shed – books that represent different cultures, religions, families, fiction, non fiction, maps, atlas’ for children to access independently or with an adult.
<p>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 	<ul style="list-style-type: none"> • The outdoor area is set up so that children can investigate features, e.g. a mud, water, sand, pathways, grass. • Children are able to experience all weather as they all have appropriate clothing and footwear for outdoors, it is a large space for them to move around and investigate and experience seasonal changes. • Trees and plants in outdoor area – children are able to observe and watch the seasonal changes that occur e.g. pear tree – autumn leaves, no leaves, blossom, pears. • Adults provide lots of resources in the outdoor environment for children to use to explore and investigate – magnifying glasses, spades, forks, buckets, containers, measuring jugs, guttering, tubes, pipes, large loose parts, tyres, crates, wood, blocks, mud, water. • Literacy shed – drawing and writing materials provided – chalks, crayons, big rolls of paper, chalk boards, paper on clipboards for children to have access to draw or write their observations of the natural world around them. • Literacy shed – books provided for children to explore and look at independently and with an adult – mini beasts, animals.

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| | <ul style="list-style-type: none">• Sand pit – used to explore texture, change in state (add water, soap, or mud, what happens?) as well as using it to build, create, use tools with.• Water – tap provided at child level, trays and containers provided for children transport and explore water, pipes, tubes, guttering to allow children to explore the movement of water. Talk encouraged from adults that include enhancements through investigations such as floating and sinking, creating bubbles, freezing and melting e.g. in the winter exploring the ice that has been created in the cold weather, objects frozen in the ice, how can we get them out?• Paint used as an enhancement to explore colour mixing and changing (ready mixed paint and powder paint).• Mud Pie Kitchen – Children are able to access natural and top soil, allowing children to explore different textures and consistencies and changes in state, e.g. how can we make the mud sticky?• Garden area and plants provide different habitats for animals and mini beasts for children to explore – bug hotel, piles of leaves, grass, trees, plants, logs, stick piles, mud. |
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<p><u>Expressive Arts and Design</u></p>	
<p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • Outdoors is a large space to enable children to explore and experiment with movement and dance • Different objects that make different sounds are provided for children to explore sounds – pots, pans, spoons, cymbals, bin lids, metal sheets. • Resources provided outdoors (some enhancements) to enable children to experiment with colour, design, texture, form and function include: coloured paint water, water, mud, sand, large loose parts, material such as tarpaulin, crates, sticks, leaves, soap to make bubbles, stones, pine cones, bricks, ready mixed paint, powder paint. • Children encouraged by adults to talk about their creations. Adults model full sentences for children to hear and then use with support. • Paint and chalks are provided and sometimes used as enhancements too to enable children to explore colour changes, making marks and drawing/painting. • Lots of loose parts and resources are provided that children can use as props in their narratives and role play – sticks, brushes, large and small loose parts, containers to hold and transport items, material in literacy shed to use the dress up with or create little dens.
<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> • Real every day to day objects provided for children to use to role play and experiment with. Mud pie Kitchen – pots, pans, spoons, tea pots, dishes, baking trays, cup cake tins, microwave. Garden area – spades, forks, safety goggles, magnifying glasses. Sand pit – spades, buckets, stones, pine cones, sticks. Water – jugs, pipes, buckets, tubes, guttering. • Music making – resources provided for children explore rhythms and beats – pots, pans, spoons, cymbals, bin lids, metal sheets. Children are encouraged to clap along, use their bodies to move to beats by adults. • Role play opportunities provided by adults and led by children linked to stories learned at school e.g. We're going on a bear hunt, The Nativity, Kipper Birthday etc.. as well as every day role play such as in the home, going to the seaside, on the bus, go to the shops. • Literacy shed – singing spoons and books about nursery rhymes provided so children can access songs, rhymes and poems they are familiar with and sing/say themselves.