

Mud kitchen

Resources include: large scale kitchen unit, utensils, garden tools, herbs & a picnic area. Many cross curricular links including the characteristics of effective learning, see some potential outcomes below:

Physical

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.

Literacy – menu writing.

Gives meaning to marks they make as they draw, write and paint.

- Begins to break the flow of speech into words.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Mathematics

Orders two items by weight or capacity.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Begins to identify own mathematical problems based on own interests and fascinations.

Uses the language of 'more' and 'fewer' to compare two sets of objects.

Beginning to use everyday language related to money.

Expressive arts and design

• Uses simple tools and techniques competently and appropriately.

Create simple representations of events, people and objects.

Introduces a storyline or narrative into their play.

- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.



Large construction

Resources include: tyres, different sized crates, planks, bricks and a sack cart.

- Children are able to think creatively and solve problems through building and constructing on a large scale.
- Children have to be physically active to explore these resources which help to develop gross motor skills in particular.
- Children are able to explore size, shape and space by creating large scale structures.
- Large scale can be more challenging to use so persistence and collaboration are key skills.
- Children can develop their strength and co-ordination by stacking, rolling, lifting and balancing the equipment.



Wet sand

Large scale sand pit to support the children's gross motor movements and promote a whole body immersion experience.

-Wet sand and not dry as we have water available in the provision and dry sand has similar qualities as water; therefore, we are giving our children a different learning opportunity.

-Resources organised in a way which children can easily access; children can run with thoughts immediately as they know where resources belong.

-Top shelf containing buckets organised to develop mathematical thinking e.g. nursery big/small. Reception big/bigger/smallest. Are they the same size?

-Middle shelf organised to develop scientific thinking e.g. scooping, digging, raking – making patterns and experimenting with the sand also developing early mark making skills.

-Lower shelf includes imaginary items which may be realistically linked with the sand e.g. dinosaurs for re-creating familiar events and re-telling stories.



Role-play & music

Dressing up outfits available which the familiar aspect to their life including police, firefighter, & builder. To extend learning they can also access fabrics to extend their 'fantasy' thinking.

Familiar role-play also seen within the mud-kitchen e.g. kitchen unit and utensils.

Musical instruments available for the children to explore including a large drum and boom whackers. Ribbon sticks enable the children to create movement in response to sound.



Long term outdoor continuous provision planning in Nursery and Reception

The resources in our continuous provision are kept the same so that the children's learning possibilities and independence is high. We understand that the opportunity for children to self-manage, to take initiative and self-direct their learning is a vital factor in our early years setting. Enhancements are added when needed based on the children's interests, core text or topic to promote their next steps in learning.

Water

Resources: guttering, spray bottles, funnels, 1 litre and 2 litre jugs, buckets, tubes, brushes, different sized bowls, rollers, tea pots and watering cans all organised in a manner which ensures ease of access.

-Children have the opportunity to move, redirect, capture and transport water.

-Children will be seen joining, pouring, squeezing and brushing.

-Children will be able to make predictions e.g. where will it come out?

-Hand-eye co-ordination will be developed.

- stands are available to place guttering at different heights which will help children to develop scientific thinking and problem solving e.g. water movement speed & flow. Children will be encouraged to be curious and think about cause and effect.

- containers to develop mathematical thinking e.g. empty/full.

- items which may be realistically linked with the water e.g. a tea-set, ducks and boats are available to develop imaginative skills.



Number

Bringing mathematics to life by using skittles, large dice, numbered tabards and fish!

- number line up to 20 displayed which includes the digit, written word and a visual of the amount.
- Hundred square displayed.
- Additional magnetic numbered squares which can be used to focus on specific key skills/teaching any gaps in learning.
- Natural resources such as pine cones so that the children can see the value of amounts.

All resources are organised for easy access.

Resources help to embed number knowledge and skills to sort, match, order and compare. Equipment for writing numbers available within the provision e.g. chalk.

Shape

Both 2D and 3D resources are available for the children outdoors which enables them to make arrangements with objects.

An emphasis on the shape names and mathematical descriptions are promoted in Reception.



Understanding the world

-Outdoor opportunities for the children to have the chance to develop their knowledge about the world around them. e.g. looking at plants & insects and any changes over time.

-Children are able to have first-hand experience in relation to the seasons and varying weather situations.

-Children have the chance to use real gardening tools, to develop their enquiry and investigative skills.



Reading & small world (storytelling)

-We display our books so that the children can clearly see the front cover.

-We display key questions, to prompt quality adult interactions.

-Objects available so that the children can re-enact their own version of the stories e.g. sticks, story pebbles, characters, pine cones etc.



Creative & writing

An area for the children to have the opportunity to express their ideas where they can experiment with shape, size, colour and texture.

As the children's skills develop they will be able to make more informed decisions on how to represent their ideas using a range of techniques and tools.

We encourage the children to write their names on their creations and in Reception a label of what they have made. Some key skills in this area are: decision making, negotiation, concentration and persistence. The children are able to develop their fine/gross motor skills.

-A large alphabet is on display which includes both lower/upper case letters. - Letter formation is modelled and a reminder is also on display.

-Tricky words are available for the children to refer to.

- Back-packs and clipboards are available to transport work/equipment around the other provision areas.

- We have a deliberately small quantity but a range of high quality writing equipment e.g. pens/pencils/crayons/biros/chalks/ highlighters, organised in a way in which the children can easily find what they require.

-To promote the engagement of writing we include a range of writing materials e.g. large scale coloured paper, lined paper, shaped paper, envelopes, sticky notes, post cards, notebooks etc.

