

RECEPTION OUTDOOR PLANNING

Topic: Celebrations, colour and light

TERM: Autumn 2

EAD: Mix primary colours together to see what colour it makes.

Use various tools for artwork and design including playdough tools and paint brushes.

Starting to recreate familiar stories (with adult support).

Use their imagination when working with peers and working together to make a storyline in their play.

Role-play imaginary scenarios linked to experiences that interest them and use the new and correct language that has been taught.

Physical development:

Can climb stairs using alternate feet.

Can develop movement (using age appropriate bikes, scooters etc.)

Can work with others to manage large items.

Developed their upper arm and shoulder strength. They can crawl, tummy crawl, pull themselves up on a rope.

Can use lots of different ways of moving and travelling appropriately

Rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

Can climb over, under and through obstacles

Understanding the world:

Talk about the different jobs people do.

Talk about the roles of people in society.

Explore the world around me with all my senses.

Can talk about what I can see outside using a wide vocabulary.

Can change materials e.g. adding water to cornflour, mixing paint etc, and talking about what has changed.

Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell.

Starting to explore the natural world of where I live and the environment around school.

Can describe what I can see, hear, and feel outside when exploring the natural world and environment around me including where I live and at school.

PSED:

Play with one or more children cooperatively.

Keep on trying when they find something difficult.

Follow instructions.

Play with a small group of children, sharing ideas

Number:

Represent numbers up to 5 in concrete and pictorial ways as well as linking an amount to the numerals 1, 2, 3, 4 and 5 as well as more and fewer- revisiting from last half term.

Start to explore shapes such as 3D and 2D.

EYFS Playground

Focus

Each week staff will add provocations linking to guided work such as links to UTW and Numeracy. The outside is a good opportunity to revisit and practise.

- Bikes and scooters- chn to access multiple times a week in a supervised manner until helmets are purchased- member of staff to support.
- Bikes to be away on some days and sporting equipment to encourage moving in different ways.
- Large crates, planks, tyres to be encouraged for children to work together to manage these items and build their own obstacle courses.

- A range of loose parts such as the piping, crates, boxes in the construction/covered area. Leave box open and model to children how to choose building materials they need to create. Tarpaulin in box. Add role play materials such as clothing and screw drivers etc.
- Primary colours on outdoor easel and glass windows (brushes, sponges, toothbrushes etc) to encourage a range of painting techniques as well as fine motor control- member of staff to support.
- Small world figures on garden areas and tuff trays to encourage chn to role play, add story lines and play with their peers.
- Role play clothes linking to people in society (UTW link in class) for chn to dress up and explore new vocabulary introduced and new learning.
- Messy play such as corn flour outside for chn to explore the changes- bibs available.
- Large roll of paper rolled out with pens and writing materials.
- Bean bags and cushions for book corner and den- put books out to encourage love of reading.
- Small world areas- farm, dinosaurs, fairies, diggers large and small, cars merged with tyres to create different levels of play. Use within the planting area.
- Chalks, chalk boards available.
- Clipboards and paper available around area to prompt writing.
- Mud kitchen – container next to mud kitchen open to prompt chn to choose their own mud and water resources. Abbie to bring soil.
- Chn to use a range of tools within the mud and water area with greater control
- Skittles and dominos to consolidate subitising.
- Open ended maths resources such as wooden sticks to promote numbers to 5 to link to Power Maths.
- Shape resources.