

## RECEPTION OUTDOOR PLANNING

**Topic:** I am wonderful

**TERM:** Autumn 1

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

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.

### **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.

### **PSED:**

Play with one or more children cooperatively.

Talk about feelings such as happy and sad.

Follow instructions.

### **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

Focus

## EYFS Playground

### **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 next week.
- 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.