### Outdoor Continuous Provision

#### Long Term Key Learning Opportunities

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<th>PSE</th>
<th>CLL</th>
<th>PSRN</th>
<th>KUW</th>
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<td><em>Continue to be interested, excited and motivated to learn.</em>&lt;br&gt; <em>Be confident to try new activities, initiate ideas and speak in a familiar group.</em>&lt;br&gt; <em>Maintain attention, concentrate, and sit quietly when appropriate.</em>&lt;br&gt; <em>Respond to significant experiences, showing a range of feelings when appropriate.</em>&lt;br&gt; <em>Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.</em>&lt;br&gt; <em>Have a developing respect for their own cultures and beliefs and those of other people.</em>&lt;br&gt; <em>Form good relationships with adults and peers.</em>&lt;br&gt; <em>Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</em>&lt;br&gt; <em>Understand what is right, what is wrong and why.</em>&lt;br&gt; <em>Consider the consequences of their words and actions for themselves and others.</em>&lt;br&gt; <em>Dress and undress independently and manage their own personal hygiene.</em>&lt;br&gt; <em>Select and use activities and resources independently.</em>&lt;br&gt; <em>Understand and use different needs, views, cultures and beliefs, that need to be treated with respect.</em>&lt;br&gt; <em>Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</em>&lt;br&gt; <em>Encourage children to take responsibility for using the area appropriately and safely.</em>&lt;br&gt; <em>Help children to cooperate and share.</em>&lt;br&gt; <em>Encourage the children to question and explore, extend and develop their ideas as appropriate.</em>&lt;br&gt; <em>Encourage children to take responsibility for using the area appropriately and safely.</em>&lt;br&gt; <em>Ensure that they can expect others to treat their needs, views, cultures and beliefs with respect.</em>&lt;br&gt; <em>Have a developing awareness of space, of themselves and of others.</em>&lt;br&gt; <em>Use everyday words to describe position.</em>&lt;br&gt; <em>Identify objects and materials by using all their senses as appropriate.</em>&lt;br&gt; <em>Find out and identify some features of living things, objects and events they observe.</em>&lt;br&gt; <em>Look closely at similarities, differences, patterns and change.</em>&lt;br&gt; <em>Ask questions about why things happen and how things work.</em>&lt;br&gt; <em>Observe and find out about and identify features in the place they live and the natural world.</em>&lt;br&gt; <em>Find out about their environment and talk about those features they like and dislike.</em></td>
<td><em>Explore with others, negotiating plans and activities and taking turns in conversation.</em>&lt;br&gt; <em>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</em>&lt;br&gt; <em>Use talk to imagine and recreate roles and experiences.</em>&lt;br&gt; <em>Use developing mathematical ideas and methods to solve practical problems.</em>&lt;br&gt; <em>Use language such as ‘circle’ or ‘bigger’ to describe the shape and size of solid and flat shapes.</em>&lt;br&gt; <em>Use everyday words to describe position.</em>&lt;br&gt; <em>Use of language for communication and feelings by using a widening range of materials, suitable tools, imaginative role play, movement, designing and making, and a variety of songs and musical instruments.</em>&lt;br&gt; <em>Use their imagination in art and design, music, dance, imaginative and role-play stories.</em></td>
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<td><em>Investigate objects and materials by using all their senses as appropriate.</em>&lt;br&gt; <em>Find out and identify some features of living things, objects and events they observe.</em>&lt;br&gt; <em>Look closely as similarities, differences, patterns and change.</em>&lt;br&gt; <em>Ask questions about why things happen and how things work.</em>&lt;br&gt; <em>Observe and find out about and identify features in the place they live and the natural world.</em>&lt;br&gt; <em>Find out about their environment and talk about those features they like and dislike.</em></td>
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#### Permanent Resources

- A safe, secure outdoor area that is attractive and welcoming
- A secure area to store equipment
- Large apparatus, wheeled vehicles- bikes, prams, tractor, wheelbarrows, chariot, spinner etc.
- Beanbags, balls, balloons, hoppers, bats, hoops, quirts- different shapes and sizes and textures
- A range of portable plastic boxes for ease of storage and transportation
- Umbrellas, raincoats, wellington boots, sun hats/caps
- Resource enhancements throughout the year:
  - Trucks, buckets and containers for transporting toys, materials and equipment
  - Sand, water, wet peat, compact, goat, paint, dough and other messy materials- squozy bottles, squirts, hoses and watering cans
  - Balloons, scarves, bubbles and bubble machine, material and ribbons for weaving in and out of fences, shutterproof mirrors
  - Box of mark making materials- chalks, rolls of paper and blackboard
  - Outdoor pop up tent and tunnels, plastic guttering, rope, cardboard, wooden boxes, pieces of fabric, signs, maps, road signs to enhance play
  - Resource boxes related to various themes eg rainy day, snow day, mark making, explores, mini beasts, weather, sound and music

#### Possible Experiences

- Playing collaboratively
- Using the outdoor area appropriately
- To explore, investigate, enjoy and appreciate the outdoor area
- Making choices
- To explore and investigate their surroundings
- Opportunities for talking through shared activities
- Following instructions
- Making plans
- Presenting ideas to others
- Develop mathematical language e.g. position, size, shape, comparisons
- Problem solving opportunities
- Manipulate a range of equipment and tools
- Create real-life and imaginary models
- Develop their own ideas over a period of time
- Representing own experiences through imaginative play
- Take risks and negotiate with others when using and sharing equipment
- Be aware of and recognise print in the environment
- To explore large arm movements when mark making on a large scale
- To recognise the importance of exercise and to show an awareness and enjoyment of space- to negotiate confined and narrow spaces and boundaries

#### Unique Child

- *Encourage children to take responsibility for using the area appropriately and safely.*
- *Support individual children to develop specific skills and to encourage independence in physical activities- extend and develop skills as appropriate.*
- *Teach children safety rules and how to use equipment and resources safely eg climbing and jumping off equipment.*
- *Look carefully when running around, throwing balls and riding bikes etc.*
- *Supporting the individual child whilst recognising the needs of the group.*

#### Adult’s Role & Links to EYFS

**Positive Relationships**

- *Help children to cooperate and share*
- *Playing alongside children; sing songs, use timers, count, make it fun*

**Learning & Development**

- *Ensure the space for play changes in response to the developing needs and interests of the children*
- *Offer encouragement, clarify ideas and ask open questions*
- *Encourage the children to question and explore, observe and talk about the surroundings, environment, resources and equipment*