


| PSED | | On-going Learning Experiences for Outdoor Area | | Physical Development | | | |
|--|--|--|--|--|--|---|--|
| <p>Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> | |  | | <p>Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. 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. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children manage their own personal needs successfully, including dressing.</p> | | | |
| | | Communication & Language | | | | | |
| | | <p>Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> | | | | | |
| Literacy | | Mathematics | | Understanding the World | | Expressive Arts and Design | |
| <p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Gives meaning to marks they make as they draw, write and paint. 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. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p> | | <p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. Orders two or three items by length or height. Orders two items by weight or capacity. Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number using quantities and objects, they add and subtract two single-digit and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> | | <p>Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children recognise that a range of technology is used in places such as homes and schools</p> | | <p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. 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. Children sing songs, make music and dance and experiment with ways of changing them. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> | |

Characteristics of Effective Learning

Unique Child

Playing and Exploring (engagement)

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking a role in their play
- Acting out experiences with other people
- Initiating activities

Active Learning (motivation)

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Creating & Thinking Critically (thinking)

- Thinking of ideas
- Making links and noticing patterns in their experience

Positive Relationships

Playing and Exploring (engagement)

- Play with children. Encourage them to explore, and show your own interest in discovering new things.
- Join in play sensitively, fitting in with children's ideas.
- Model pretending an object is something else and help develop roles and stories. Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products.

Active Learning (motivation)

- Stimulate children's interest through shared attention, and calm over-stimulated children.
- Encourage children to learn together and from each other.

Creating & Thinking Critically (thinking)

- Value questions, talk, and many possible responses, without rushing toward answers too quickly
Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.

Enabling Environments

Playing and Exploring (engagement)

- Make sure resources are relevant to children's interests
- Help children concentrate by limiting noise, and making spaces visually calm and orderly.
- Ensure children have uninterrupted time to play and explore

Active Learning (motivation)

- Ensure children have time and freedom to become deeply involved in activities
- Keep significant activities out instead of routinely tidying them away

Creating & Thinking Critically (thinking)

- Plan linked experiences that follow the ideas children are really thinking about

Permanent Resources

Water associated resources
 Sand associated resources
 Construction associated resources
 Writing/mark making associated resources
 Music associated resources
 Trikes/bikes/scooters/hoppers
 Cones
 Ribbons/fabric
 Den building resources
 Chalk
 Hoops, beanbags
 Balancing beams
 Stepping stones
 Ladders
 Washing line and pegs
 Ball and ball games
 Tuff spots
 Natural materials (grass, twigs, leaves, stones, gravel etc)
 Dust pan and brush, broom.

See also suggestion resources on LEA ROV/ Action Plan

Possible Experience

Extension/support of possible experiences stated in other long term continuous provision planning.

Generic –

Observing and identifying what they find outside
 Looking for similarities and differences
 Experiencing and trying out new vocabulary
 Asking questions about their observations
 Observing and talking about patterns of change
 Exploring a wide range of outdoor environments
 Predicting, hypothesising and problem solving
 Communicating observations and findings

Specific –

Knowing how we use our bodies to smell, feel etc.; (senses)
 Investigating patterns of change
 Exploring freezing and melting
 Differentiating between hot and cold, wet and dry, rough and smooth;
 Experiencing weather
 Large scale movements (eg ball skills, skipping, hopping etc)
 Gross motor skills (eg using trikes, ribbons, painting walls with water, sweeping up sand)