**Outdoor Provision – Providing for 2YO-Reception**

*We have designed our Outdoor Area to provide rich, meaningful opportunities for children to learn at their level, whatever their starting point. (See ‘Intent’ document) It is a shared space where 2-year-olds, Nursery and Reception have free flow Continuous Provision. At lunchtime, the children are supervised by MSAs alongside a member of staff from our EY. Play is often more physical during this time and is frequently based on games. This document outlines how the one space can provide learning for the whole age span. It is important to note that children are not limited to their age band – we extend opportunities for all. (See also ‘Implementation’ document)*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2 year olds** | **Nursery** | **Reception** |
| **Communication and language** | Understand simple instructions e.g. ‘Pour the water.’  *Understand simple questions e.g. ‘Can you dig a hole?’*  Small world – develop pretend play using a range of animals, dinosaurs, characters, birds, cars, garage, ramps and natural resources | Understand 2-part question/instruction e.g. ‘Get the water jug and fill the pot’  ‘*Why...?’ questions – gardening, ramps, water area, mud kitchen, Construction area*  Use talk to organise obstacle courses, building vehicles, parties in the mud kitchen | Ask questions to find out more and check understanding (in the garden, mud kitchen and water areas e.g. ‘Why is the strawberry small and green?’)  *Describe events in some detail e.g. How we picked out some carrot plants so the others would have space to grow*  Use talk to organise building in the Construction area, explaining what might happen and why |
| **PSED** | Develop friendships  *Managing transitions from the classroom to outside*  Develop effortful control  *Feel confident exploring new places*  Growing independence on obstacle course | Extend and elaborate ideas  *Find solutions to conflicts*  Remember and begin to follow rules  *Choose resources to carry out a plan*  Collaborate with others e.g. using the 2 person skis, carrying and moving larger items in Construction area | Build constructive and respectful relationships  Show resilience and perseverance in face of challenge (Construction area, Mud kitchen, Water pump...)  Know that physical activity supports their well being |
| **Physical development** | ***GMS*** Gain control of whole body by using body in various ways, using large movements and spaces  *Build independently in Construction area and with wooden blocks*  Start to throw and kick large balls  *Clap and stamp to music*  Walk, run, jump, climb  *Mud kitchen - Lifting pots and pans, mixing, scooping*  Digging area – strengthen upper body  ***FMS*** – use tools in garden, pick up small parts in pincer grip | ***GMS*** Use alternate feet when stepping on obstacle course,  *Hop, skip, stand on one leg*  Paint with brushes and squeegees,  *Move in different ways on obstacle course*  ***FMS*** *– Use small hammers, tweezers, paintbrushes, material weaving* | **GMS** Refine their skills – jumping, running, hopping on obstacle courses, skipping, and climbing on the wall  *Develop body strength, co-ordination and agility e.g. building obstacle courses, using stilts, spinning hula hoops, aiming bean bags into hoops*  Develop ball skills – throwing, catching, kicking, aiming with different sized balls  **FMS** – Use a range of tools e.g. hammers and nails/pegs, nuts & bolts, picking seeds out of sunflower heads |
| **Literacy** | ***Reading*** - Enjoy singing along with the CD player  *Copy finger rhymes, gestures*  Share books with adults, look at pictures, repeat words/phrases  ***Writing -*** Draw freely  *Mark make, using paintbrushes and water, chalk, felt tips*  Make marks that have meaning e.g. to represent their names  *Use fingers to feel pre-handwriting patterns on stones* | ***Reading*** – Engage in extended conversations. Pick up books and turn pages independently  ***Writing -*** Writing some or all their name in different ways, including pencils.  *Write some letters on chalkboards/whiteboards.*  Marks to make lists in the mud kitchen  Use stones to copy pre-handwriting patterns  Use writing belts to take writing equipment to different areas | ***Reading*** – Read words/signs/sentences by blending and recognise tricky words  *Sound/word hunts*  Look at books, use repeated phrases and start to read some of the words. Discuss books with others and ‘read’ to them.  ***Writing*** – Use hanging sounds to segment to make words.  *Write signs on larger scale e.g. cardboard/free standing road sign*  Write lists in the mud kitchen  *Write labels for plants and a ‘To do’ list in the garden*  Writing table – paper linked to topic |
| **Maths** | Combine objects  *Put objects inside others*  Notice changes in amounts in the mud kitchen, sand, maths and water areas  *Squeeze into spaces*  Build with blocks  *Compare sizes in small world (capacities in water area)*  Matching and sorting in small world and maths area | Counting 1:1 to 5 using natural materials  *Link numeral to quantity to 5 using tree truck number stacks*  Compare ‘more than’ ‘less’  *Explore composition of numbers to 5 using large wooden 10 frame*  Positional language in the Construction area/small world/Mud kitchen  *Make comparisons- size, length, weight and capacity (mud kitchen, water, sand, Construction areas, large scales)*  Combine shapes | Counting 1:1 to 10 and beyond  *Link numeral to quantity to 10, using tree truck number stacks*  Compare numbers using the hanging numbers  *Explore composition of numbers to 10 using the large wooden 10 frame*  Use flexible tape measures to compare length and the sunflower chart to measure growth of plants.  *Use containers with scales to compare capacities.* |
| **Understanding the World** | Repeat actions – cars on ramps, pouring water, filling and tipping in mud kitchen/digging area/sand area  *Explore natural materials*  Mud kitchen – role play, filling, tipping, mixing  *Garden area – notice changes e.g. flowers appearing on plants, growing taller*  Tuff spot – explore textures and consistencies e.g. cornflour, shaving foam | Use all their senses in the garden, water, sand and mud kitchen.  *Use magnifying glasses to find bugs.*  Explore how things work e.g. enhancements such as flowers to take off petals, water pump in water area  *Plant seeds and care of plants*  Explore and talk about different forces (ramps, magnets, tubes, pipes, funnels) | Use the ‘Cloud book’ to notice different formations in the sky.  *Look at the temperature on the thermometer, know it can be read.*  Observe weather changes - notice how much water is in the rain gauge. Is our water butt full?  *Draw maps based on topics such as ‘Whitby - beside the sea’*  Spot birds, make comparisons and identify them in our bird watching book.  *Notice when plants need watering/attending to or the area needs weeding in our garden.*  Compare plants that are growing, care for them and make observations.  Observe changes of state (ice to water in water area, wet/dry sand, wet/dry mud) |
| **Expressive arts and design** | ***Stage and music area*** – responding to music on the CD, move & dance, explore using their voices and making sounds with instruments  *Develop pretend play, use imagination, use materials to dress up*  Explore paint on different surfaces, large scale, vertical  *Make simple models* | ***Stage and music area*** -  Play instruments with increasing control  *Take part in pretend play*  More complex stories in small world  *Explore materials and decide what to make* | ***Stage and music area*** -  Watch and talk about dance performance, expressing feelings  *Sing in a group or alone, matching pitch and following melody*  Explore music making, sometimes copying rhythm of known songs.  *Come back to stories in small world and elaborate on them.* |