

OPAL (Outdoors Play & Learning) and our OPEN DOORS curriculum

Our lunchtime OPAL initiative is an unstructured opportunity for children to self-direct their learning through play
Areas are being created to provide non-directed opportunities for children to engage with the environment and develop knowledge and skills

<p>KEY SKILLS</p> <p><u>MATHS:</u></p> <p><u>Number</u></p> <ul style="list-style-type: none"> i. Counting and calculation in outdoor activities including scoring in games, counting bugs/insects/leaves etc ii. Measuring (e.g. distance in throwing activities: capacity in mud kitchen; when den building; comparing quantities) iii. Patterns in outdoor art activities (including using repeated patterns) iv. Shape and space <p><u>LITERACY:</u></p> <p><u>Comprehension / motivation in reading</u></p> <ul style="list-style-type: none"> i. Re-enacting familiar tales outside (e.g. role play / dressing up) ii. Reading instructions (e.g. bug hunting information cards) iii. Reading outside in their own chosen places and sharing books <p><u>Writing</u></p> <ul style="list-style-type: none"> i. Opportunities to mark make in writing / art areas or using chalks and other media 	<p>THE WORLD</p> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> i. Explore the natural world around them (e.g. digging area, bug hotel, bug explorer kit, observation in the whole of the school grounds) ii. Making observations and drawing pictures of animals and plants iii. Children recognise contrasting environments within the school grounds (natural grassed areas, construction areas, hard surfaces, wooded areas etc) iv. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter through changes in the school environment (flora and fauna) throughout the year <p>COMMUNICATION & LANGUAGE</p> <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> i. Develop conversation skills when engaged in back-and forth exchanges with their peers (e.g. when in the mud kitchen, working co-operatively on a self-initiated activity or role play) <p><u>Speaking</u></p> <ul style="list-style-type: none"> i. Participate in free-play discussions, offering their own ideas (e.g. when engaging in a group activity outside) ii. Express their ideas and feelings to their peers of all ages (and adults) using full sentences modelling emotional and social vocabulary to each other <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> i. Develop an increased vocabulary through observations of the environment around them, increased interactions with peers from all cohorts, need for negotiation and social or emotional vocabulary to express themselves 	
<p>HEALTHY LIVES</p> <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> i. Develop an understanding of their own feelings and those of others when playing outside and begin to regulate their behaviour accordingly (e.g. through 'rough and tumble' play or sports activities) ii. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (e.g. in the construction or digging or mud kitchen areas) <p><u>Managing Self</u></p> <ul style="list-style-type: none"> i. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges (e.g. when den building) ii. Develop know right from wrong when interacting <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> i. Work and play cooperatively and take turns with others ii. Form positive attachments with peers through shared activities 	<p>CREATIVITY</p> <p><u>Problem-solving</u></p> <ul style="list-style-type: none"> i. When building, making, creating using equipment and materials outside (e.g. den building, creating their own games) <p><u>Art</u></p> <ul style="list-style-type: none"> i. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function when outside (e.g. art area, chalks, art on a bigger scale than possible in class) ii. Share their creations iii. Identify pattern in the natural world <p><u>Drama</u></p> <ul style="list-style-type: none"> i. Make use of props and materials when role playing characters 	<p>COMMUNICATION & LANGUAGE</p> <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> ii. Develop conversation skills when engaged in back-and forth exchanges with their peers (e.g. when in the mud kitchen, working co-operatively on a self-initiated activity or role play) <p><u>Speaking</u></p> <ul style="list-style-type: none"> iii. Participate in free-play discussions, offering their own ideas (e.g. when engaging in a group activity outside) iv. Express their ideas and feelings to their peers of all ages (and adults) using full sentences modelling emotional and social vocabulary to each other <p><u>Vocabulary</u></p>

<p>iii. Show sensitivity to their own and to others' needs in unstructured play</p>	<p>ii. Re-enact stories or real life (e.g. in mud kitchen) using imagination</p>	<p>i. Develop an increased vocabulary through observations of the environment around them, increased interactions with peers from all cohorts, need for negotiation and social or emotional vocabulary to express themselves</p>
<p><u>Gross & Fine Motor Skills</u></p> <p>i. Negotiate outdoor space and obstacles safely, with consideration for themselves and others</p> <p>ii. Demonstrate strength, balance and coordination when playing</p> <p>iii. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (including tree climbing, sports activities, skipping etc)</p> <p>iv. Use a range of tools, including scissors, paint brushes, cutlery, spades etc in the various areas (e.g. mud kitchen, digging area, art area)</p>	<p><u>Music</u></p> <p>i. Have opportunities to listen to and respond to music freely</p> <p>ii. Use natural or found/reclaimed materials to create music</p>	