

Outdoor Learning Planning and Progression

Children's outdoor learning focuses on seven key areas through which children will develop gross motor, communication and language, mathematical and problem solving skills. These are:

🚩 Water

🚩 Sand

🚩 Mud Kitchen

🚩 Den Building

🚩 Large Construction

🚩 Games

🚩 Mark Making

Progression in Problem Solving

- ✚ Setting themselves a goal
 - Recognising there are obstacles in the way of the goal
 - Getting a feel for the nature of the obstacles
 - Having a sense of possible ways of overcoming the obstacles
 - Planning ahead, and predicting what will happen
 - Checking progress as they go
 - Trying out different possibilities in a systematic way
 - Trying different approaches to see which will work best
 - Looking for even better solutions

See assessment guides for progression in gross motor, communication and language and maths.

Reception Outdoor Water**Linked Curriculum Objectives - Maths****Motor Skills/ pouring development****Communication and Language**

	Area Focus	Possible Enhancements
Autumn	<p>Pour into a chosen container e.g. bucket to bucket Fill a container to their intended point of fill e.g. a full or half full bucket Mix - Understands what will happen to the water when they mix e.g. whisking the water will...</p> <p>Transporting - Carefully carries water from A to B but spills a little Uses a range of resources and techniques to transfer water e.g. pipet</p>	
Spring	<p>Pour with increased accuracy e.g. kettle to tea set Fill - Starting to read scales when filling e.g. potion bottles $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ Mix - Looses little or no water when mixing</p> <p>Transporting - Spills little or no water when transporting</p>	
Summer	<p>Pour with increasing accuracy and less spilling e.g. handled jug to water wheel Fill - Starting to read scales when filling e.g. showing an awareness of the numbered scales on the measuring jugs Mix - Looses little or no water when mixing</p> <p>Transporting - Does not fill the container to the top - shows an awareness of how much they can carry without spilling Plans and uses the most effective ways to transport water to avoid spillages</p>	

Nursery Outdoor Water**Linked Curriculum Objectives - Maths****Motor Skills/ pouring development****Communication and Language**

	<u>Area Focus</u>	<u>Possible Enhancements</u>
<u>Autumn</u>	<p>Pour - tips to pour/drops objects into the water Fill - Fills containers until they overflow/Randomly fill different containers Mix - Explores the way water moves as they mix and stir it</p> <p>Transporting - Carries water from A to B (but spills large amounts of water along the way)</p>	
<u>Spring</u>	<p>Pour - Observes as they pour water from container to container/ Observes the way water moves Fill - Fills containers with increasing control. Mix - Mixes slowly as not to spill /Increased control when mixing</p> <p>Transporting - Tries to catch water as it is transported Explores the way water moves and is transported</p>	
<u>Summer</u>	<p>Pours slowly into an intended space Fill - Fills containers with a desired amount Mix - Mixes with a goal in mind for example to make potions</p> <p>Transporting - Carefully carries water from A to B but spills a little Explores using a range of resources to transfer water e.g. pipet</p>	

Reception Mud Kitchen

- Concoct
- Problem Solve
- Actions
- Purpose

Linked Curriculum Objectives - Maths**Motor Skills****Communication and Language**

	<u>Area Focus</u>	<u>Possible Enhancements</u>
<u>Autumn</u>	Can follow a recipe that use pictorial representations Has an end goal in mind and can talk about ingredients and actions needed to reach goal Uses new equipment in a variety of scenarios Adding /whisking /moulding /crushing/mashing/sieving	
<u>Spring</u>	Can follow a recipe that uses simple language and words in line with phonic knowledge. Uses trial and error multiple times to effectively use a new piece of equipment Measuring/ ladling/boiling	
<u>Summer</u>	Expands variety of concoctions including magical/fantasy themes- magical drinks, potions, lotions and medicines. Works through all stages of process of making something combing ingredients, cooking and serving Will talk to peers and work together to solve a problem Sharing out /serving /transferring	

Nursery Mud Kitchen

- Concoct
- Problem Solve
- Actions
- Purpose

Linked Curriculum Objectives - Maths

Motor Skills

Communication and Language

	<u>Area Focus</u>	<u>Possible Enhancements</u>
<u>Autumn</u>	Create familiar everyday meals Explores how new resources work and incorporates them into play Asks for help with new equipment Splattering/splashing/Emptying/Filling/pouring	
<u>Spring</u>	With support can talk about what they are making and name ingredients that they are using Explores combining resources Scooping/stirring/mixing	
<u>Summer</u>	Adds imagination to what they create worm pie, slime cake, eye ball soup Will observe peers and learn from what they are doing patting/smoothing/picking/chop	

Reception Den Building/Large Construction

- Problem solving and planning
- Social development
- Creativity
- Language Development
- Mathematical Development
- Determination

Linked Curriculum Objectives - Maths

Motor Skills

Communication and Language

	<u>Area Focus</u>	<u>Possible Enhancements</u>
<u>Autumn</u>	Convey ideas through talking and describing Open to suggestions and learn from mistakes. Attach materials in place	
<u>Spring</u>	Enclosed structures with entrance/exit Think logically and look carefully at the shape and size of the materials Materials are put together and taken apart, to try to find the best solution to the problem. Visualise and plan before a build	
<u>Summer</u>	Learn from repeated miscalculations manage, negotiate and cooperate during a build	

Nursey Den Building/Large Construction

- Problem solving and planning
- Social development
- Creativity
- Language Development
- Mathematical Development
- Determination

Linked Curriculum Objectives - Maths

Motor Skills

Communication and Language

	<u>Area Focus</u>	<u>Possible Enhancements</u>
<u>Autumn</u>	Makes a simple den/construction by placing objects near to or next to one another Works with an adult to follow simple instructions to build a more complex structure using techniques such as stacking (materials for building may be pre-set up)	
<u>Spring</u>	Makes a simple roof by draping materials over objects Fetching and carrying objects as they search for appropriate materials Convey their ideas through talking	
<u>Summer</u>	Children stretch and balance (on objects) as they build Works as a team lead by an adult to build together Children 'try again' when a build doesn't work	

Nursey Games

- Social development
- Language Development
- **Mathematical Development (See Maths progression document for appropriate links)**
- Determination

Linked Curriculum Objectives - Maths

Motor Skills

Communication and Language

	<u>Area Focus</u>	<u>Possible Enhancements</u>
<u>Autumn</u>	<i>Cooperate with others</i> <i>Play alongside/with others and invites others to play</i> Games to music e.g musical statues, movement to music in different ways e.g. animals Jumping games *Maths games	
<u>Spring</u>	Running games Hopping games *Maths games	
<u>Summer</u>	Ball games (throwing and catching/kicking) *Maths games	

Reception Games

- Social development
- Language Development
- **Mathematical Development (See Maths progression document for appropriate links)**
- Determination

Linked Curriculum Objectives - Maths

Motor Skills

Communication and Language

	<u>Area Focus</u>	<u>Possible Enhancements</u>
<u>Autumn</u>	<i>Play cooperatively and take turns</i> Games that involve moving in different ways -body shape -position -pace -walk, run, jump skip etc *Maths games	
<u>Spring</u>	Racing and chasing games e.g. catch the fox/tag belts Obstacle games e.g. dishes and domes / islands *Maths games	
<u>Summer</u>	Games that require control over an object e.g. pushing, patting, throwing, catching or kicking it *Maths games	

Nursery Outdoor Sand (Dry) If it is wet follow indoor area plan

Linked Curriculum Objectives - Maths

Motor Skills

Communication and Language

	<u>Area Focus</u>	<u>Possible Enhancements</u>
<u>Autumn</u>	Dig - Explores moving sand using spade/ scoops / Digs using hands / Lifts sand in hands and places back down Bury - Covers their hands and fingers in sand Sieve- sifts sand through fingers	
<u>Spring</u>	Dig - Scoops sand up using scoop/ spade / Moves sand from A to B using a spade / Loses little sand off the spade / Able to dig a hole or space in sand Bury - Free play with hands/ Uses hands to cover up objects Sieve- explore the way sand moves through a sieve	
<u>Summer</u>	Dig - Loses little sand off the spade / Able to dig a hole or space in sand Seive - compares and understands how dry wet sand falls through a sieve	

Reception Outdoor Sand (Dry) *If it is wet follow indoor area plan*

Linked Curriculum Objectives - Maths

Motor Skills

Communication and Language

	<u>Area Focus</u>	<u>Possible Enhancements</u>
<u>Autumn</u>	Dig - Select the best tool for the job e.g. bigger spade for larger bucket Bury/Enclose - use equipment to bury objects Sieve - experiments with different types and sizes of sieves	
<u>Spring</u>	Dig - digs with control Bury/Enclose - buries and covers up resources Sieve- sieves sand to filter out larger objects	
<u>Summer</u>	Dig - digs for a desired purpose Bury/Enclose - pats sand down to cover up resources Sieve - sieves for a purpose or effect	

