

Lemington Riverside Primary School EYFS Long Term Planning Continuous Provision: Outside Area

Long Term Key Learning Opportunities	22-36 months	30-50 months	40-60 months	Early Learning Goals
Personal Social Emotional Development	Communication and Language	Physical Development		
<ul style="list-style-type: none">*Interested in other’s play and starting to join in.*Seeks out others to share experiences.*Shows affection and concern for people who are special to them.*May form a special friendship with another child.*Separates from main carer with support and encouragement from a familiar adult.*Expresses own preferences and interests.*Seeks comfort from familiar adults when needed.*Can express their own feelings such as sad, happy, cross, scared, worried.*Responds to the wishes and feelings of others.*Aware that some actions can hurt or harm others.*Tries to help or give comfort when others are distressed.*Shows understanding and cooperates with some boundaries and routines.*Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t.*Growing ability to distract self when upset, e.g. by engaging in a new play activity.*Initiates play, offering cues to peers to join them.*Keeps play going by responding to what others are saying or doing.*Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults*Can select and use activities and resources with help.*Aware of own feelings, and knows that some actions and words can hurt others’ feelings.*Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.*Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.*Can usually adapt behaviour to different events, social situations and changes in routine.*Initiates conversations, attends to and takes account of what others say.*Explains own knowledge and understanding, and asks appropriate questions of others.*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.*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.*They form positive relationships with adults and other children*Children are confident to try new activities.*They can say why they like some activities more than others.*They are confident to speak in a familiar group.*They will talk about their ideas.*They 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.*Children 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.*They take changes of routine in their stride.	<ul style="list-style-type: none">*Listens with interest to the noises adults make when they read stories.*Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.*Shows interest in play with sounds, songs and rhymes.*Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name to focus.*Identifies action words by pointing to the right picture, e.g. ‘who’s jumping?’*Understands more complex sentences, e.g. ‘Put yours toys away and we’ll read a book’*Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is it?)*Developing understanding of simple concepts (e.g. big/little)*Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.*Holds a conversation, jumping from topic to topic.*Learns new words very rapidly and is able to use them in communicating.*Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’.*Uses a variety of questions (e.g. what, where, who).*Uses simple sentences (e.g. ‘Mummy gonna work.’)*Beginning to use word endings (e.g. going, cats)*Listens to others one to one or in small groups, when conversation interests them.* Listens to stories with increasing attention and recall.*Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.*Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.*Responds to simple instructions, e.g. to get or put away an object.*Beginning to understand ‘why’ and ‘how’ questions*Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).*Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).*Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.*Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.*Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).*Uses intonation, rhythm and phrasing to make the meaning clear to others.*Uses vocabulary focused on objects and people that are of particular importance to them.*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.*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.	<ul style="list-style-type: none">*Runs safely on whole foot.*Squats with steadiness to rest or play with object on the ground, rises to feet without using hands.*Climbs confidently and is beginning to rest or play with object on the ground, and rises to feet without using hands.*Can kick a large ball.*Turns pages in a book, sometimes several at once.*Shows control in holding and using jugs to pour, hammers, books and mark-making tools.*Beginning to use three fingers (tripod grip) to hold writing tools.*Imitates drawing simple shapes such as circles and lines.*Walks upstairs or downstairs holding onto a rail two feet to a step.*May be beginning to show preference for dominant hand.*Feeds self competently with spoon.*Drinks well without spilling.*Clearly communicates their need for potty or toilet.*Beginning to recognise danger and seeks support of significant adults for help.*Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.*Beginning to be independent in self-care, but still often needs support.*Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.*Mounts stairs, steps or climbing equipment using alternate feet.*Walks downstairs, two feet to each step while carrying a small object.*Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.*Can stand momentarily on one foot when shown.*Can catch a large ball.*Draws lines and circles using gross motor movements.*Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.*Holds pencil between thumb and two fingers, no longer using whole-hand grasp.*Holds pencil near point between first two fingers and thumb and uses it with good control.*Can copy some letters, e.g. letters from their name.*Can tell adults when hungry or tired or when they want to rest or play.*Observes the effects of activity on their bodies.*Understands that equipment and tools have to be used safely.*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.*Children show good control and co-ordination in large and small movements.*Children move confidently in a range of ways, safely negotiating space.*They handle equipment and tools effectively, including pencils for writing.*Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.		

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Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>*Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>*Repeats words or phrases from familiar stories.</p> <p>*Fills in the missing word or phrase in a know rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'</p> <p>*Distinguishes between the different marks they make.</p> <p>*Enjoys rhyming and rhythmic activities.</p> <p>*Shows awareness of rhyme and alliteration.</p> <p>*Recognises rhythm in spoken words.</p> <p>*Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>*Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories.</p> <p>*Sometimes gives meaning to marks as they draw and paint.</p> <p>*Ascribes meanings to marks that they see in different places.</p> <p>*Continues a rhyming string.</p> <p>*Hears and says the initial sound in words.</p> <p>*Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>*Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>*Gives meaning to marks they make as they draw, write and paint.</p> <p>*Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>*Writes own name and other things such as labels, captions.</p> <p>*Attempts to write short sentences in meaningful contexts.</p> <p>*Children read and understand simple sentences.</p> <p>*They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>*They read some common irregular words.</p> <p>*They demonstrate understanding when talking with others about what they have read.</p> <p>*Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>*They also write some irregular common words.</p> <p>*They write simple sentences which can be read by themselves and others.</p> <p>*Some words are spelt correctly and others are phonetically plausible.</p>	<p>*Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p>*Recites some number names in sequence.</p> <p>*Creates and experiments with symbols and marks representing ideas of number.</p> <p>*Begins to make comparisons between quantities.</p> <p>*Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>*Knows that a group of things changes in quantity when everything is added or taken away.</p> <p>*Notifies simple shapes and patterns in pictures.</p> <p>*Beginning to categorise objects according to properties such as shape or size.</p> <p>*Begins to use the language of size.</p> <p>*Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>*Anticipates specific time-based events such as mealtimes or home time.</p> <p>*Uses some number names and number language spontaneously.</p> <p>*Uses some number names accurately in play.</p> <p>*Recites numbers in order to 10.</p> <p>*Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>*Shows an interest in numerals in the environment.</p> <p>*Shows an interest in representing numbers.</p> <p>*Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>*Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>*Shows awareness of similarities of shapes in the environment.</p> <p>*Uses positional language</p> <p>*Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>*Recognise some numerals of personal significance.</p> <p>*Recognises numerals 1 to 5.</p> <p>*Can describe their relative position such as 'behind' or 'next to'.</p> <p>*Orders two or three items by length or height.</p> <p>*Orders two items by weight or capacity.</p> <p>*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.</p> <p>*Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>*They solve problems, including doubling, halving and sharing.</p> <p>*Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>*They recognise, create and describe patterns.</p> <p>*They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>*Has a sense of own immediate family and relations.</p> <p>*In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>*Beginning to have their own friends.</p> <p>*Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>*Enjoys playing with small-world models such as a farm, a garage or a train track.</p> <p>*Notifies detailed features of objects in their environment.</p> <p>*Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>*Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>*Shows interest in the lives of people who are familiar to them.</p> <p>*Remembers and talks about significant events in their own experience.</p> <p>*Shows interest in different occupations and ways of life.</p> <p>*Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>*Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>*Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>*Talks about why things happen and how things work.</p> <p>*Developing an understanding of growth, decay and changes over time.</p> <p>*Shows care and concern for living things and the environment.</p> <p>*Enjoys joining in with family customs and routines.</p> <p>*Looks closely at similarities, differences, patterns and change.</p> <p>*Children talk about past and present events in their own lives and in the lives of family members.</p> <p>*They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>*They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>*Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>*They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>*They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>*Joins in singing favourite songs.</p> <p>*Creates sounds by banging, shaking, tapping or blowing.</p> <p>*Shows an interest in the way musical instruments sounds.</p> <p>*Experiments with blocks, colours and marks.</p> <p>*Beginning to use representation to communicate, e.g. drawing a line and saying that's me'.</p> <p>*Beginning to make-believe by pretending.</p> <p>*Enjoys joining in with dancing and ring games.</p> <p>*Sings a few familiar songs.</p> <p>*Beginning to move rhythmically.</p> <p>*Imitates movement in response to music.</p> <p>*Taps out simple repeated rhythms.</p> <p>*Explores and learns how sounds can be changed.</p> <p>*Explores colour and how colours can be changed.</p> <p>*Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>*Beginning to be interested in and describe the texture of things.</p> <p>*Uses various construction materials.</p> <p>*Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>*Joins construction pieces together to build and balance.</p> <p>*Realises tools can be used for a purpose.</p> <p>*Developing preferences for forms of expression.</p> <p>*Uses movement to express feelings.</p> <p>*Creates movement in response to music.</p> <p>*Sings to self and makes up simple songs.</p> <p>*Makes up rhythms.</p> <p>*Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>*Engages in imaginative role-play based on own first-hand experiences.</p> <p>*Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>*Uses available resources to create props to support role-play.</p> <p>*Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>*Begins to build a repertoire of songs and dances.</p> <p>*Explores the different sounds of instruments.</p> <p>*Explores what happens when they mix colours.</p> <p>*Experiments to create different textures.</p> <p>*Understands that different media can be combined to create new effects.</p> <p>*Manipulates materials to achieve a planned effect.</p> <p>*Constructs with a purpose in mind, using a variety of resources.</p> <p>*Uses simple tools and techniques competently and appropriately.</p> <p>*Selects appropriate resources and adapts work where necessary.</p> <p>*Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>*Create simple representations of events, people and objects.</p> <p>*Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>*Chooses particular colours to use for a purpose.</p> <p>*Introduces a storyline or narrative into their play.</p> <p>*Plays alongside other children who are engaged in the same theme.</p> <p>*Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>*Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>*They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>*They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

Permanent Resources	Possible Experiences	Adult's Role & Links to EYFS	
Water, sand malleable 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, big blocks and planks 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. Binoculars, magnifying glasses, collection pots	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)	Unique Child *Allow children to do things they can and help them with things they can't quite manage. *Provide a wide range of experiences for children to explore, play and learn in a safe and secure environment. *Encourage children in recognising their unique and their shared qualities and characteristics. *Use knowledge of child development, when encouraging children's communications. *Offer appropriate response to children's reactions to experiences to develop positive attitudes and dispositions to learning.	Positive Relationships *Motivate children to concentrate and try several ways to make something work, rather than giving up (e.g. den building). *Model being a learner, sharing thinking out loud with children. *Share children's progress and development with parents, describing their understanding of key concepts. *Allow children to cope with feelings when encountering materials for the first time, or when learning about animal welfare.
		Enabling Environments *Facilitate learning from planned and unplanned events e.g. a fall of snow. *Provide appropriate, realistic experiences that build on children's interests. *Involve people from the wider community and take children into the community. *Encourage children to help to plan the layout of the environment. *Ensure that children have unlimited opportunities to be outside, exploring outdoors all year round. *Provide links with indoors and outdoors, perhaps by bringing (temporarily) living things from outdoors.	Learning & Development *Ensure a balance of adult-led and child-initiated activities. *Offer an environment that is interesting, attractive and accessible to every child to facilitate independent learning. *Provide flexible resources that can be used in many different ways to facilitate children's play and exploration. *Observe children's use of resources, watching and listening carefully before helping them to join in