

Early Years Outdoor Planning Sheet

Permanent Resources

- Climbing/rope wall, spider web, monkey bars
- Role play - Mud kitchen (cookers, sink, metal and wooden utensils and dishes, natural 'ingredients' pine cones, conkers)
- Pavilion reading and writing garden also promoting letters and sounds recognition
- Sand Area
- Water Area (tubes, guttering, drain pipes, containers and funnels)
- Music Stand (Variety of instruments to tap, bang and shake)
- Large construction (crates, wood planks, tubes, tyres, cones)
- Chalk boards and floor chalks
- Clipboards and mark making resources
- Beanbags and hoops
- Numbers 1-20 on fence.
- Themed number washing line (including Numicon) on climbing frame
- Signs and labels around outdoor area promoting exploratory play and challenges
- Small and large construction
- Alphabet letters
- CVC words
- Questions to challenge and provoke thinking

Enhancements

Enhancements are according to children's interests and learning focuses. These may include:

- Construction - large bricks, cement mixer, buckets, spades, tape measures, work jackets
- Number games and activities (See sample list below)
- Large Numicon
- Water Area - resources to explore 'capacity'
- Sand Area - resources to explore 'weight'
- Growing vegetables and plants

Mathematics Focus Activities

Number Hoops: Ten hoops each containing a 'number' footprint (random numeral and objects 1-10)

HA - Encourage children to jump from hoop to hoop in number order 1-10 calling out numbers as they do so.

AA - Encourage children to jump on a 'given number'. / Children to 'call out' number as they land on a number hoop of their choice.

LA - Encourage children to jump on a number footprint. Encourage them to 'say' that number with support. Can the children identify any numbers independently?

Possible Extension: Can the children do actions for each number e.g. 3 hops?

Can the HA children count backwards 10-1?

Can the LA children count to 10 /recognise numerals 1 to 10?

Skittles

HA - Encourage children to count number of skittles they have knocked down (1:1 correspondence) - can they record their score on paper (circles, tally marks, drawings - chns own method) match and use numeral to identify score.

AA - Encourage children to count number of skittles knocked down (1:1 correspondence adult help if needed) - can they record their score on paper (circles, tally marks, drawings - chns own method)

LA - Encourage children to count with support as needed number of skittles knocked down (model 1:1)

Possible extension: Can the children match quantity and numeral?

HA Can children answer questions such as how many more to make a given number?

Resources

Additional resources/activities to be annotated here

Numicon

Let the children 'explore' the Numicon - shape size, holes, colour and matching/laying pieces on top of each other.

Can children match pieces to make 10?

Can they answer questions such as:

- What number does this piece represent e.g. by counting holes - working towards recognition through shape and colour.
- Can you use the Numicon to help you make e.g. 6 - putting one ball in each hole

Number Mat and bean bags

HA - Encourage children to identify number their bean bag as landed on. Can they do actions for each number e.g. claps

AA- Encourage children to identify number their bean bag as landed on - use number line pictures and numerals as support. Can they do actions for each number e.g. claps.

LA- Encourage children to identify number their bag as landed on by counting objects on square with numeral. Can they do actions for each number e.g. claps.

EYFS

Maths - Number 30-50months Uses some number names and number language spontaneously.

- Uses some number names accurately in play.
- Recites numbers in order to 10.

40-60months • Recognise some numerals of personal significance.

- Recognises numerals 1 to 5.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.

EYFS LINKS

- **PSED - MR - 30-50m** - Can play in a group, extending and elaborating play ideas.
- **PSED - MR - 30-50m** - Keeps play going by responding to what others are saying or doing.
- **CL - SP - 30-50m** - Beginning to use more complex sentences to link thoughts.
- **PD - MH - 30-50m** - Draws lines and circles using gross motor movements.
- **PD - MH - 30-50m** - Holds a pencil between thumb and two fingers, no longer using whole-hand grasp.
- **PD - MH - 30-50m** - Holds pencil near point between first two fingers and thumb and uses it with good control.
- **PD - MH - 30-50m** - Can copy some letters e.g. letters from their name.
- **L - R - 30-50m** - Shows interest in illustrations and print in books and print in the environment.
- **L - R 30-50M** - Looks at books independently.
- **L - R 30-50M** - Handles books carefully.
- **L - R 30-50M** - Knows information can be relayed in the form of print.
- **L - R 30-50M** - Holds books the correct way up and turns pages.
- **L - R 30-50M** - Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- **L - W - 30-50m** - Sometimes gives meaning to marks as they draw and paint.
- **L - W - 30-50m** - Ascribes meanings to marks that they see in different places.

ASSESSMENT Notes

- **TW - 30 - 50m** - Comments and asks questions about aspects of their familiar world such as the place where they live or in the natural world.
- **TW-30-50m** -Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work.
- **TW - 30-50m** - Developing an understanding of growth, decay and changes over time.
- **TW - 30 -50m** - Shows care and concern for living things and the environment.
- **PSED - MR - 40-60m** - Initiates conversations, attends to and takes account of what others say.
- **CL - SP - 40-60m** - Uses language to imagine and recreate roles and experiences in play situations.
- **CL - SP - 40-60m** - Links statements and sticks to main theme or intention.
- **CL - SP - 40-60m** - Introduces a storyline or narrative into their play.
- **PD - MH - 40-60m** - Begins to form recognisable letters.
- **L - R - 40-60m** - Knows that information can be retrieved from books
- **L - R - 40-60m** - Enjoys an increasing range of books.
- **L - R - 40-60m** - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books
- **L - W - 40-60m** - Gives meaning to marks they make as they draw, write and paint.
- **L - W - 40-60m** - Writes own name and other things such as labels captions.
- **TW- 40-60months** - Looks closely at similarities, differences, patterns and change