

## Role Play/Mud Kitchen

Key Learning Opportunities			
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>To pay attention to more than one thing at a time</li> <li>To start a conversation with children or adults and keep the conversation going.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating on play ideas.</li> <li><b>Work and play cooperatively and take turns with others (ELG)</b></li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>To use some print and letter knowledge in early writing (e.g. shopping list)</li> <li><b>To use and understand new vocabulary in their role play (ELG)</b></li> </ul>		<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Solve real world mathematical problems with numbers up to 5</li> <li>Count objects, actions and sounds</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Show interest in different occupations</li> <li>Talk about members of their immediate family and the community</li> <li>Name and describe people who are familiar to them</li> <li><b>Talk about the lives of people around them and their roles in society (ELG)</b></li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else</li> <li>Develop storylines in their pretend play</li> <li><b>Invent, adapt and recount narratives and stories with peers and their teacher (ELG)</b></li> </ul>	
Resources	Organisation	Intended Experiences	Role of Adult
Kitchen cabinets Table Sofa Food Pots, pans, crockery and cutlery Wallpaper Clock Photos (in frames)	<ul style="list-style-type: none"> <li>In the corner of the classroom</li> <li>Clear labels and pictures to show where different resources go (pots, pans, plates, food)</li> <li>Food in a basket to be easily collected and kept tidy</li> <li>Shadow spots for plates, bowls and pots - numbers on shadows to show how many should go there</li> <li>Dressing up clothes nearby</li> <li>Next to writing table to allow for writing opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Creating role play narratives linked to their own experiences</li> <li>Using kitchen resources appropriately - e.g. pans on the hob, cakes in the oven, knife and fork for eating</li> <li>Create stories based on books read in class</li> <li>Using language modelled by adults to further play</li> <li>Asking questions, making comments and engaging in shared role play with other children.</li> </ul>	<ul style="list-style-type: none"> <li>Model good language (focus on word wizard words used and language heard in stories read by the teacher)</li> <li>Observe and take note of children's key interests</li> <li>Respond to children's ideas and role play</li> <li>Comment on children's actions and explain what they are doing to them</li> <li>Encourage children to use writing table nearby for relevant writing opportunities</li> <li>Consider additional stimuli that will further play and add immediately if it is to hand or the next day if it is not.</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>What else do you know about...?</li> <li>What do you notice about...?</li> <li>Who else might...?</li> </ul> <p><b>Use language about:</b></p> <ul style="list-style-type: none"> <li>Festivals (Diwali, Eid, Christmas, Birthdays, New Year)</li> <li>Seasons (Autumn, Winter, Spring, Summer, relate to clothes, food)</li> <li>Family (mum, dad, aunt, uncle, brother, sister, friends, neighbours)</li> <li>People in the community (shopkeeper, doctor, vet, dentist, plumber, chef)</li> </ul>

## Maths Area

Key Learning Opportunities			
<p><b><u>Communication &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>To understand 'why' questions.</li> <li>Use new vocabulary through the day</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> </ul> <p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>Develop small motor skills so they can use tools competently, safely and confidently</li> </ul> <p><b><u>PSED</u></b></p> <ul style="list-style-type: none"> <li>To select and use activities and resources appropriately.</li> <li>Show resilience and perseverance in the face of a challenge.</li> </ul>		<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>Count objects, numbers and sounds</li> <li>Subitise</li> <li>Link the number symbol with its cardinal number value</li> <li>Count beyond 10</li> <li>Begin to compare numbers</li> <li>Continue, copy and create repeating patterns</li> <li>Select, rotate and manipulate shapes</li> <li>Name and describe different shapes.</li> </ul>	
Resources	Organisation	Intended Experiences	Role of Adult
Wooden shapes Dominos Multilink Natural resources: Pine cones, bark, sticks Number pebbles Shape pebbles Bead strings Whiteboards Paper Pens and pencils Wooden numbers	<ul style="list-style-type: none"> <li>Table with 6 chairs</li> <li>Pens and pencils in pots that are easy to access</li> <li>Wooden shapes placed on shadows</li> <li>Natural resources on one shelf</li> <li>Shape resources on one shelf</li> <li>Mark making resources on one shelf</li> <li>Small pots of resources as not to overwhelm pupils</li> <li>Numbers and shapes on window to inspire talk</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to count different objects</li> <li>Making patterns with shape and number</li> <li>Mark making to represent numerical values in different ways</li> <li>Describe and draw simple 2D shapes</li> <li>Begin to talk about the composition of numbers and how they are made</li> <li>Create different numbers using concrete resources</li> <li>Pick, thread and manipulate resources.</li> </ul>	<ul style="list-style-type: none"> <li>Model using mathematical language appropriately (greater than, less than, ordinal counting, subitise, pattern, number, numeral)</li> <li>Observe and take notes of children's key interests.</li> <li>Encourage counting forwards and backwards</li> <li>Engage in discussion to further mathematical reasoning skills</li> <li>Encourage children to use writing and drawing resources alongside concrete resources</li> </ul> <p><b><u>Questions</u></b></p> <ul style="list-style-type: none"> <li>How do you know?</li> <li>Shall we count how many we have?</li> <li>What will happen if... (I take one away/add one/move this)?</li> <li>What do you notice about...?</li> <li>Can you show me in a different way?</li> </ul> <p><b><u>Use language about:</u></b></p> <ul style="list-style-type: none"> <li>Number (count, number names order, forwards, backwards)</li> <li>Shape (sides, square, rectangle, triangle, circle, curved, straight corners)</li> <li>Capacity (bigger, smaller, heavier, lighter, measure, long, short, sort)</li> <li>Comparison (more than, greater than, less than, bigger, smaller)</li> </ul>

Key Learning Opportunities			
<p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Start a conversation with an adult or friend and continue this for many turns</li> <li>Learn and use new vocabulary throughout the day in different contexts</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Describe events in some detail</li> <li>Retell a story using repetition of words/phrases as well as own words</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>Play with one or more children extending and elaborating on their ideas</li> <li>Develop appropriate ways of being assertive</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Develop fine motor skills so they can use a variety of tools competently, safely and confidently</li> </ul>		<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, using new vocabulary</li> <li>Use and understand new vocabulary in their role play (ELG)</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Select shapes appropriately for need</li> <li>Combine shapes to make new ones</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life story and family history</li> <li>Compare and contrast characters from stories</li> </ul> <p><b>Expressive Art and Design</b></p> <ul style="list-style-type: none"> <li>Make imaginative and complex small worlds using construction</li> <li>Develop storylines in their pretend play</li> <li>Invent, adapt and recount narratives and stories with peers and teachers (ELG)</li> </ul>	
Resources	Organisation	Intended Experiences	Role of Adult
Wooden blocks House Small world people Small world furniture Changeable construction material (weekly) Vehicles Trains Train tracks Train track accessories	<ul style="list-style-type: none"> <li>Wooden blocks to be placed on shelves with shadows for clarity as to where each piece goes</li> <li>Box of small blocks kept on bottom shelf</li> <li>Small world house next to shelving unit to create divide between areas</li> <li>Small world people in boxes in the attic of the house - boxes to be clearly labelled</li> <li>Changeable box of construction in corner of area and to be changed weekly</li> <li>Large carpeted area</li> </ul>	<ul style="list-style-type: none"> <li>Making decisions about resources they need</li> <li>Planning and communicating their ideas</li> <li>Expressing ideas and thoughts to others</li> <li>Creating real and imagined buildings, structures and worlds</li> <li>Acting out familiar stories and experiences</li> <li>Retelling stories to and/or share story ideas</li> <li>Finding ways to record ideas</li> <li>Co-operating with peers</li> <li>Narrating their play</li> <li>Experimenting with vocab</li> <li>Expressing thoughts &amp; ideas</li> </ul>	<ul style="list-style-type: none"> <li>Observe children and take notes of their ideas</li> <li>Respond to requests and ideas</li> <li>Suggest possible ways of extending play</li> <li>Consider additional stimulus and add when available</li> <li>Play alongside children and take play forwards, including playing imaginatively</li> <li>Model thinking aloud and commenting (e.g. you've really made me think about...) as well as managing behaviours and self regulation</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>What do you notice about...?</li> <li>What happens next? Where are they going? Who will they meet?</li> <li>Who else might...?</li> <li>I wonder how...?</li> </ul> <p><b>Use language about</b></p> <ul style="list-style-type: none"> <li>People (mum, dad, aunt, uncle, sister, cousins, neighbours, people who help)</li> <li>Geographical language linked to known locations to children (Bristol, St Pauls)</li> <li>Communities and celebrations (Christmas, Diwali, New Year, Eid)</li> <li>Story language linked to scenes and characters</li> <li>Scientific and mathematical language linked to shape, size, position, stability</li> </ul>

Writing Area/Outdoor boards

Key Learning Opportunities			
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>To express thoughts and share resources needed for chosen activities</li> <li>To demonstrate understanding when talking with others</li> <li>To develop own narratives and explanations by connecting ideas or events</li> <li>To use language to explain and recreate experiences, linking statements and sticking to a main theme</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>To choose and share resources needed for the chosen activities</li> <li>To show confidence in asking adults for help</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>To show good control and co-ordination in small movements</li> <li>To handle tools with increasing control, confidence, and safety</li> <li>To begin to use anticlockwise movement, to retrace vertical lines and form recognisable letters</li> <li>To use a pencil and hold it effectively to form recognisable letters</li> </ul>		<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>To use growing vocabulary to describe their experiences and ideas</li> <li>To give meaning to marks they make</li> <li>To blend and segment Phase 2 sounds and words</li> <li>To write own name, words and short sentences</li> <li>To create and retell stories that have a setting, characters and plot</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Order and sequence familiar events and use everyday mathematical language related to time, position, size and shape</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Talk about past and present events in their own lives and family</li> <li>To talk about and reflect upon the things they notice in the world around them</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Represent ideas using symbolic representation</li> <li>Use imagination along with own experiences to create settings and stories</li> </ul>	
Resources	Organisation	Intended Experiences	Role of Adult
Pencils, crayons, felt tips, wax crayons, whiteboard pens  Paper and card  Notebooks  Envelopes  Pencil grips  Magnetic boards & letters	<ul style="list-style-type: none"> <li>Distinct area with group table and chairs</li> <li>Shelving to display resources</li> <li>Resources organised into shelves and boxes that are labelled</li> <li>Mark makers organised by type</li> <li>Shadows to show where pots should go</li> <li>Area for children to store and display work</li> </ul>	<ul style="list-style-type: none"> <li>Exploring different ways of making marks and patterns</li> <li>Writing, drawing and creating patterns for a purpose</li> <li>Expressing ideas through mark making</li> <li>Creating books, cards, letters, invitations and notes</li> <li>Creating and documenting stories from their imagination</li> <li>Retelling and documenting stories</li> <li>Putting phonics knowledge into practice through writing</li> <li>Develop grapheme recognition and capacity to write graphemes and words</li> <li>Practise writing and drawing skills</li> <li>Develop tripod grip and increasing control over mark makers</li> <li>Experimenting with and using a range of vocabulary to describe ideas</li> </ul>	<ul style="list-style-type: none"> <li>Observe children and take note of their key interests</li> <li>Respond to requests and suggest ideas</li> <li>Consider additional stimulus and add this as necessary</li> <li>Play alongside the children to take play forwards, suggest ideas and show what's possible</li> <li>Share own experiences and make suggestions</li> <li>Introduce and teach writing conventions such as full stops and capital letters</li> <li>Model language, correct and extend vocabulary</li> <li>Model thinking out loud</li> <li>Model possibilities and accurate writing and drawing - verbalise process with children</li> <li>Model and encourage nip and flip approach to pencil grip.</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>What do you notice about...?</li> <li>Interesting... can you tell me about what you've done?</li> </ul> <p><b>Use language about:</b></p> <ul style="list-style-type: none"> <li>Story and narrative language</li> <li>Correct names for tools and equipment</li> </ul>

Creative Area/Workshop/Fine Motor Area

Key Learning Opportunities			
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>To express thoughts and ideas building on vocabulary reflecting their experiences</li> <li>To develop understanding of use of objects</li> <li>To maintain attention and concentration developing two-channelled attention</li> <li>To give attention to what others say and respond appropriately</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>To choose and share resources needed for the chosen activities</li> <li>To explain own knowledge and ask appropriate questions of others and show confidence in asking adults for help</li> <li>Take account of one another's ideas about how to organise their activity</li> <li>To show satisfaction in their work and develop perseverance and concentration skills</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>To use a variety of tools to manipulate materials to develop fine motor skills</li> <li>To increase control and accuracy of movements when handling tools</li> <li>To develop a controlled pincer grip with a preferred hand and use this to draw lines and circles in multiple directions</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>To give meaning to marks they make, linking sound s to letters and writing simple words, captions and phrases</li> <li>To create and retell stories that have a setting, characters and a plot</li> <li>To describe what they have built and how they built it</li> </ul>		<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>To explore and compare 2D and 3D shapes, quantities and length</li> <li>To recognise, create and describe patterns</li> <li>To use everyday language to talk about size, position and distance</li> <li>To use everyday mathematical language related to position, size, shape and colour and to select shapes and colours according to their properties</li> <li>To notice, observe and create patterns</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>To comment and ask questions about aspects of their familiar world</li> <li>To talk about and reflect on the things they notice about the world, including similarities, differences, patterns and change</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>To use what they know about materials in original ways</li> <li>To represent their own ideas using symbolic representations</li> <li>To use their imagination, along with own experiences to carry out and modify an idea</li> <li>To experiment with media and explore colours, textures, tools and materials</li> <li>To create with a purpose in mind using a variety of materials and selecting colours and shapes in a purposeful way</li> <li>To create simple representations of people, events and objects and to represent their own ideas in a symbolic way.</li> </ul>	
Resources	Organisation	Intended Experiences	Role of Adult
Easel Paint/brushes Glitter Pom Poms Sticks Tissue paper Card/Paper Glue sticks Scissors Zigzag scissors Markers Pens Pencils Colouring pencils Paint stamps Crayons Pipe cleaners Magazines Sellotape	<ul style="list-style-type: none"> <li>Round table with chairs to encourage talk</li> <li>Area on non-slip flooring</li> <li>Wipeable tablecloths on table</li> <li>Tools and resources stored and organised clearly with labels and shadows</li> <li>All resources in designated small tubs, trays or baskets</li> <li>Easel on the back of cupboard available at all times</li> <li>Drying rack for finished work</li> <li>Space to display children's work</li> </ul>	<ul style="list-style-type: none"> <li>Expressing ideas and thoughts to others</li> <li>Developing hand eye coordination and dexterity</li> <li>Handle equipment safely and caring for resources</li> <li>Selecting, holding, manipulating, marking, and cutting with accuracy</li> <li>Developing and representing ideas</li> <li>Talking about what they are doing and sharing and describing ideas</li> <li>Making choices, finding solutions, using trial and error</li> <li>Drawing and labelling designs</li> <li>Finding ways to record ideas</li> <li>Experimenting with a range of vocabulary</li> <li>Observing objects on display and responding creatively</li> <li>Experimenting with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>Observe children and take notes of their key interests</li> <li>Respond to ideas and requests and suggest ways of extending their creativity</li> <li>Consider additional stimulus and add this as soon as possible</li> <li>Play alongside children to demonstrate skills, suggest ideas and show what's possible</li> <li>Play alongside children to show how to use the resources appropriately</li> <li>Teach and model how to use equipment safely</li> <li>Model thinking aloud and commenting on internal thought process</li> <li>Model and direct teach observational skills, painting skills, review and revision of work</li> <li>Model and manage self regulations</li> <li>Model how to use tools and techniques</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>What could you use instead?</li> <li>I wonder how?</li> <li>What did you use?</li> <li>How does that work?</li> </ul> <ul style="list-style-type: none"> <li>Mathematical language linked to shape, size and position</li> <li>Descriptive language linked to design, process and resources</li> <li>Language of colour, tone, texture, light and shade, pattern</li> <li>Teach specific craft and painting skills and techniques using appropriate vocabulary</li> </ul>

## Outdoor Construction (using resources from the Play Pod)

Key Learning Opportunities			
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>· Give attention to what others say and respond appropriately</li> <li>· Express thoughts and share ideas</li> <li>· Demonstrate understanding when talking with others</li> <li>· Develop own narratives and explanations by connecting ideas or events</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>· To speak confidently in a familiar group</li> <li>· To choose resources needed for the chosen activities</li> <li>· To play co-operatively and take turns with others</li> <li>· To take accountability of one another's ideas about how to organise their activity</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>· Show good control and co-ordination in large movements</li> <li>· To handle large objects with increasing control and dexterity</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>· Use a growing vocabulary to describe their buildings and structures</li> <li>· To create and retell stories that have a setting, characters and plot</li> <li>· Describe what they have built and how they built it</li> </ul>		<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>· Explore properties of 3D shapes</li> <li>· Compare shapes in a variety of ways – length, shape, properties and to recognise similarities as well as comparing quantities and length</li> <li>· Recognise, create and describe patterns</li> <li>· Use everyday language to talk about size, position and distance</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>· Talk about past and present events in their own lives and in the lives of family members</li> <li>· Experiment with different outcomes, exploring the consequences of cause and effect</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>· Use what they know about materials in original ways</li> <li>· Represent their own ideas using symbolic representation</li> <li>· Use their imagination, along with own experiences to create settings and stories.</li> </ul>	
Resources	Organisation	Intended Experiences	Role of Adult
Foam bricks Tubing Plastic boxes Pipes Chairs Buckets Tires Crates	<ul style="list-style-type: none"> <li>· Smaller objects organised into bins that are labelled appropriately</li> <li>· Resources kept undercover (Wooden house or tarpaulin) to be kept dry</li> <li>· Designated area for construction to be clear to children</li> <li>· Crates to be stacked in designated area that has been clearly labelled</li> <li>· Resources stored by category</li> </ul>	<ul style="list-style-type: none"> <li>· Making decisions about resources they need</li> <li>· Planning and communicating ideas</li> <li>· Expressing thoughts and ideas to others</li> <li>· Creating real and imagined structures</li> <li>· Acting out familiar stories and experiences</li> <li>· Narrating their play</li> <li>· Retelling stories with an audience</li> <li>· Adapting and modifying ideas</li> <li>· Finding ways to record ideas</li> <li>· Using appropriate vocabulary</li> <li>· Developing gross motor skills and large movements</li> </ul>	<ul style="list-style-type: none"> <li>· Observe children and take notes of their key interests</li> <li>· Respond to requests and ideas</li> <li>· Suggest possibilities to extend their play/thinking</li> <li>· Consider additional stimulus and add to the area as soon as possible</li> <li>· Play alongside children to take play forwards, suggest ideas and show what's possible</li> <li>· Model how to play imaginatively and thinking aloud and commenting on their play</li> <li>· Model language, correct and/or extend vocabulary</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>· What do you notice about?</li> <li>· I wonder how?</li> <li>· Can you tell me about?</li> </ul> <p><b>Use language about:</b></p> <ul style="list-style-type: none"> <li>· Mathematical language linked to shape, size and position</li> <li>· Geographical language linked to locations</li> <li>· Scientific language linked to gravity and stability</li> <li>· Story language linked to scenes and characters.</li> </ul>

## Outdoor Water

## Key Learning Opportunities

### Communication and Language

- Observe, think, talk and express ideas
- Use language to describe and explain actions and create narratives
- Maintain attention for increasing lengths of time

### PSED

- Take initiative, concentrate and persist on a chosen activity
- Develop confidence in being with others and sharing ideas
- Choose resources they need for their chosen activities
- Play co-operatively, taking turns with others

### Physical Development

- Develop fine motor skills, co-ordination and control over movement and when using equipment

### Literacy

- Use an increasing range of accurate vocabulary
- Create stories and use story language, plot and character

### Mathematics

- Order, count, estimate and measure
- Use a developing range of vocabulary to describe capacity, size, shape, comparison and measurement

### Understanding the World

- Explore water as a material, what it can do and how it moves
- Explore movement, force, speed and direction
- Investigate, predict, test and solve problems

### Expressive Arts and Design

- Respond in a range of ways to experiences
- Observe, think, express, talk and communicate ideas
- Play imaginatively and make up stories

Resources	Organisation	Intended Experiences	Role of Adult
<p>Graded cylinders and beakers</p> <p>Graded jugs and funnels</p> <p>Buckets of different sizes</p> <p>Kitchen utensils</p> <p>Pipettes</p> <p>Measuring cups and spoons</p> <p>Tea set</p> <p>Natural materials (e.g. pebbles, shells, wood, corks)</p> <p>Sea creatures, people and boats</p> <p>Photos to stimulate ideas</p>	<ul style="list-style-type: none"> <li>· Distinct area outside for waterplay</li> <li>· Aprons hung nearby and clearly labelled</li> <li>· Trolley to display resources</li> <li>· Collections of small resources displayed in tubs</li> <li>· Beakers and cylinders displayed on shelving with shadows</li> <li>· Beakers and cylinders in heights order</li> <li>· Photograph labels for each resource</li> <li>· Some labels identifying the number of items</li> </ul>	<ul style="list-style-type: none"> <li>· Making decisions about resources they use</li> <li>· Caring for resources appropriately</li> <li>· Sharing space and resources</li> <li>· Selecting, holding and manipulating resources</li> <li>· Pouring, filling and measuring with increasing accuracy</li> <li>· Counting, sorting, matching, comparing, ordering and positioning</li> <li>· Stirring, whisking, mixing water observing how it moves, what it can do</li> <li>· Dropping, sliding, blowing, pushing objects into water, investigating how it can be moved</li> <li>· Talking about what they are doing</li> <li>· Making up stories acting out events, pretending to be characters, creating imaginative and real-world scenarios</li> <li>· Narrating their play</li> </ul>	<ul style="list-style-type: none"> <li>· Observe and take note of interests</li> <li>· Help children with what they're trying to do and comment on their actions</li> <li>· Respond to requests and ideas</li> <li>· Suggest possibilities to extend their play</li> <li>· Encourage children to persist, have another go, repeat their actions/ideas</li> <li>· Model how to use resources and experiment</li> <li>· Model looking closely and thinking out loud</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>· What might happen if/when...?</li> <li>· Tell me how...?</li> <li>· Can you...?</li> <li>· I wonder what would happen if...?</li> </ul> <p><b>Use language about:</b></p> <ul style="list-style-type: none"> <li>· Size (large/medium/small)</li> <li>· Capacity (full/empty)</li> <li>· Direction (up/down/sideways/around)</li> <li>· Forces (fast/slow)</li> <li>· Order (first/next/last)</li> <li>· Comparatives (more/less, faster/slower, bigger/smaller)</li> </ul>

Outdoor Sand

## Key Learning Opportunities

### Communication and Language

- Observe, think, talk and express ideas
- Use language to create narratives
- Maintain attention for increasing lengths of time

### PSED

- Take the initiative, concentrate and persist on a chosen activity
- Develop confidence in being with others and sharing ideas
- Choose the resources they need for their chosen activities
- Play co-operatively and take turns with others

### Physical Development

- Develop fine motor skills, co-ordination and control over movement when using equipment

### Literacy

- Use tools to make marks
- Use an increasing range of accurate vocabulary
- Create stories and use story language, plot and characters

### Mathematics

- Group, sort and count objects
- Compare, estimate and measure
- Use a developing range of vocabulary to describe size, capacity, shape and measure

### Understanding the World

- Explore movement, force, speed and direction
- Investigate, predict, test and solve problems
- Explore materials - what sand can do and how it moves
- Begin to understand cause and effect

### Expressive Arts and Design

- Respond in a range of ways to experiences
- Observe, think, communicate, talk and express ideas
- Play imaginatively and make up stories

Resources	Organisation	Intended Experiences	Role of Adult
<p>Small broom, dustpan and brush</p> <p>Graded buckets, beakers and cups</p> <p>Selection of sand tools</p> <p>Sand moulds</p> <p>Natural materials (shells, pebbles, pinecones)</p> <p>Small world animals and dinosaurs</p> <p>Small world people and construction vehicles</p> <p>Text and images</p>	<ul style="list-style-type: none"> <li>· Designated area with sand box and cover</li> <li>· Trolley to display resources in buckets</li> <li>· Items placed individually on shelves with shadows to support shape recognition and tidy up routines</li> <li>· Graded beakers, buckets and cups in height order</li> <li>· Measuring cups and spoons organised by size</li> <li>· Photographs for labels linked to resources</li> <li>· Some labels identifying number of items</li> </ul>	<ul style="list-style-type: none"> <li>· Making decisions around what they need</li> <li>· Caring for and sharing space and resources</li> <li>· Selecting, holding, filling, emptying, manipulating, marking, flattening using fine motor skills</li> <li>· Filling and measuring with increasing accuracy</li> <li>· Actively sorting, matching, comparing, ordering and positioning</li> <li>· Patting, shaping, flattening, smoothing, marking and manipulating sand</li> <li>· Independently making marks with hands or tools</li> <li>· Talking about texture of sand and how it changes as water is added</li> <li>· Talking about what they are doing, describing actions, what they see happening, describing ideas</li> <li>· Making up stories and retelling known stories</li> <li>· Narrating their play</li> </ul>	<ul style="list-style-type: none"> <li>· Observe children and take note of interests</li> <li>· Help children with what they are trying to do and comment on the actions</li> <li>· Respond to their requests and ideas</li> <li>· Suggest possibilities to extend their thinking</li> <li>· Encourage children to persist, have another go, repeat their actions/ideas</li> <li>· Consider additional stimulus and add these to provision as soon as possible</li> <li>· Model how to use resources and equipment</li> <li>· Model looking closely and thinking out loud</li> <li>· Model and manage self-regulation, behaviours and characteristics of effective learning.</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>· What might happen if/when...?</li> <li>· Tell me how...?</li> <li>· I wonder what would happen if...?</li> </ul> <p><b>Use language about:</b></p> <ul style="list-style-type: none"> <li>· Size (large/medium/small)</li> <li>· Capacity (full/empty)</li> <li>· Direction (up/down/sideways/around)</li> <li>· Forces (fast/slow)</li> <li>· Comparatives (more/less, faster/slower, bigger/smaller)</li> </ul>