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| **AIM: “**To develop opportunities for mathematical development (including use of equipment to promote understanding of time) and critical thinking in our outdoor area”. |
| **WE WILL:****Create a mud kitchen.*** ensure a range of pots, pans, spoons, herbs, cones, pebbles and loose parts for play)
* add scales and large scale balance scales to provide opportunities for measures.
* Put blackboard in area and mark making equipment to allow for meaningful mark making/tally/ number recording
* Outdoor number line to go along fence
* ‘hob ring’ to be numbered on mud kitchen (or numicon shapes added?)
 | **MEASURES:*** Involve children, staff, parents and committee in needs for mud kitchen, construction area and number equipment.
* Children and staff to add equipment that they would like in areas/or access to in outdoors
* Team to feedback on use and support in developing
* Review Characteristics of Effective Learning through Tapestry
* Review number, shape, space and measures and writing attainment regularly.
 | **IMPACT:*** More observations and evidence of Creative and Critical Thinking skills being used
* Mathematical language and use of number within play, as well as use of measures, will be embedded in our learning and continuous provision
* Children will be engaged in cooperative in play and working alongside one another, managing own turn taking of resources.
* Speech and language attainment will rise (particularly in boys)

 * Opportunities for mark making will be more diverse and we will see a rise in uptake of mark making activities and attainment (particularly with boys)
* Daily physicality will be increased, with encouragement of movement through loose parts in construction, as well as movement with maths challenges and mark making opportunities being varied in outside environment.
* Chn will begin to understand the concept of time a little more and be able to manage simple turn taking independently.
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| **Develop an outdoor construction area/ opportunities*** Provide a range of wood and loose parts for construction, differing in length and width.
* Get crates and tyres.
* Facilitate opportunities to transport construction materials (carts/trolleys/ pulley system)
* Ensure range of mark making equipment, clipboards, tape measures, spirit levels are in range to allow for C&CT, W and SSM extensions in learning.
* Provide range of ‘fixings’, range of pegs varying in size, fabrics, cloths, tape for children to construct with.
* Role play hard hats, high visual jackets and safety goggles.
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| **Ensure more opportunities for number and problem solving in our outdoor environment.*** Ensure range of numbers to be found in the environment (brass house numbers, on loose stepping stones to order and move, large scale number line, air ball abacus, hop scotch)
* Provide ‘challenge cards’ to get children actively identifying and counting numbers and objects in the outdoor environment, and range of mark making opportunities for them to record ideas.
* Extend water and sand play resources (water way guttering, posts, jugs of different shapes and sizes)
* Large scale sand and digital timer on wall for children to investigate, use with activity/turn taking and tidying up.
* Sand timer on chalkboard to be used in conjunction with turn taking of equipment.
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| **AIM:** “To promote healthy eating and lifestyles through indoor and outdoor learning” |
| **WE WILL:****Enhance children’s real world role play opportunities to support ideas of healthy eating.*** Create a changeable outdoor role play area with a good range of resources
* Provide pretend fruits and vegetables, and a range of foods to create role play (greengrocers, farm shop, garden centre, smoothie stall, and so on)
* Add trolleys, wheel barrows, baskets and loose parts to ensure child involvement and physicality
* Brightly coloured and well labelled images of a range of foods – both in growing state and ready to eat, to promote discussion and interest.
* Use tuff tray for investigation of real fruits/veg/leaves with magnifiers, tweezers, spoons and safety scissors to give sensory opportunities to children.
* Share learning through Tapestry for parents to see, and contribute to.
 | **MEASURES:*** Ensure a range of resources that children can self source.
* Set up role play with children and change based upon their interests, link with ‘real world’ experiences inside (eg: trip to the greengrocers, making smoothies, and so on).
* Purchase a range of wheeled vehicles to facilitate physicality
* Set tuff spot up for range of sensory links with food/herbs, and fine/gross motor opportunities. Ensure these are planned in weekly.
* Monitor PSED/PD (HSC) observations on Tapestry
 | **IMPACT:*** Children’s outdoor role play will be more accessible.
* Speech and language, as well as turn taking will be promoted.
* Understanding of healthy eating, where we source food from and understanding of growth, decay and change will be deepened.
* Physical play through carrying, pushing, pulling will be accessible, promoting good development of gross motor skills as well as physicality.
* Children will learn about different fruit/veg/herbs and edible plants through senses, as well as the parts of plants.
* PSED/PD/KUW attainment will be higher than on previous year
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| **Support children’s enjoyment of healthy eating through our snack sessions and cooking:*** Create a ‘snack board: what we you eat today?’ with picture cards of fruits/food choices for each session.
* Communicate through our ‘Weekly update’ about fruits/foods eaten.
* Support children in helping to prepare and give out snack.
* Talk regularly about importance of handwashing and embed as part of our routines at snack and lunchtime – song and snack train.
 | * Set up snack board with range of photos and labels
* Manager to be explicit in foods/fruits tried during snack times.
* Continue to encourage independent hand washing and talk about ‘why’ with children. Also discuss how bodies feel during times of eating/exercise.
 | * Involvement in snack choices will increase number of children willing to ‘try’ other fruits/veg
* Parents will be kept involved in children’s eating and be encouraged to try other foods/fruits at home.
* Children’s self care attainment will be higher, and children will be able to say ‘why’ and ‘how’ they wash hands, eat healthily and how their bodies feel before/after exercise.
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| **Create themed growing areas in green garden:*** Children to help pant a range of vegetables, herbs and edible flowers
* Children to be actively involved in taking care of the plants in our garden (watering, weeding, harvesting)
* Use fruits and herbs harvested in snack time, for cooking activities and sensory play
 | * Buy seeds/plants for children to put in with key people
* Ensure watering cans are out for children to use with adult and that we plan in time for taking care of garden.
* Plan times for children to ‘harvest’ with us and use in cooking/snack or to take home.
 | * Children develop an awareness for growth/change and decay (KUW attainment higher than on previous years)
* Children are aware of where our food comes from.
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| **AIM:** “To support physicality in the early years environment both indoors and outdoors” |
| **To better understanding of importance of physicality for all staff*** Lynn Grinsell to provide Physicality training to all staff
* Staff member to go on EYFS Physical Development course (ESCC)
* To ensure that as a group we allow children to be given time to learn to do things for themselves (go and get an apron and put on, dress self, move equipment safely), and that we model this.
 | * Ensure training goes ahead and all staff participate. Involve Village Project staff too.
* Daily routines to allow time for children to do things for themselves.
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| **To support parents in understanding what physicality is and why it is important for all*** Communicate to parent about our ‘Outdoor Project’, email physicality outdoor idea cards.
* Within ‘Parent Partnership’ section of website, include ‘Bang, whoosh, roly poly’ documents (display in lobby too) to support parents in ideas to get children physically active.
* Create ‘Outdoor Learning’ page on website about outdoor learning, as well as the importance of physicality and healthy life styles.
* Provide ‘take home’ ideas of physicality and ‘tips and hints’ for lifestyles and healthy eating (as recommended by HVT): Display on parent board and link to website.
 | * Use our website and email to communicate with parents.
* Display ‘bang, whoosh, roly poly cards’ on Parents Notice Board, on website and send home.
 | * Parents have greater understanding of why we have physical play and the importance of physical play. Questionnaire to be sent home during Term 5 to measure success of this, and gain parental feedback.
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| **To ensure that we allow time for gross motor and fine motor movement during planned circle times during sessions, as well as imbedded into our learning environment*** Create a good balance of action songs to allow for range of physical movements (inc gross, fine and those to support vestibular development)
* Use ‘brain break’ moments to do an action song, game or similar to encourage children to be active.
* Sticky Kids sessions to be done 3 times a week
* Cosmic Yoga to be done 2 times a week
* Activities set up in a way that allows children to move between surfaces (high/low), (left/right) as they learn.
* Ensure that small ride ons and wheeled push alongs are available indoors.
* Encourage children to get own aprons/ equipment/ dressing up on, so as to support own development of movement
 | * use rhythm and rhyme time song cards, adults to provide good mix of type of song for children to choose from. Keep our daily routines rhyme (everybody do this), active and change to different actions for children to copy.
* Communicate via Tapestry to allow parents to build upon learning at home.
 | * Continue feeding back to parents through weekly update.
* Success to be measured through improvement to childs physical development scales during the term/year: to be monitored 3 times a year for progression.
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