

LEARNING OUTDOORS

in the early years



A Resource Book

LEARNING OUTDOORS – INTRODUCTION

in the early years



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This resource has been compiled by members of the Early Years Interboard Panel in response to requests by practitioners in Early Years settings for guidelines on provision and progression in learning outdoors.

The methodology and suggested progression in this document is appropriate for pre-school and proposed Foundation Stage as recommended by CCEA.

It is proposed that teachers will use this resource as a starting point for their own planning.

We hope you find it useful.

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Wendy McKeown

ACKNOWLEDGEMENTS

Thank you to those Early Years settings and schools who contributed the inspiring photographs used throughout this document.

BELB Bethlehem NS
St Teresa's NS
Edenderry NS

NEELB Steeple NS
Kylemore NS
Mossley NS
Buick Memorial NU
St Columba's NU, Kilrea
St Columba's PS,
Draperstown
New Row PS

SELB The Grove NS
Dromore NS
Annalong NS
Kilkeel NS

SEELB Fort Hill PS
Killowen NU
Holy Trinity NS
St Mary's PS, Ardglass
St Malachy's PS, Bangor
Pond Park NS
St Therese NS

WELB Ballykelly PS
Limavady NS
Galliagh NS
Lisnagelvin NS
Lisnagelvin PS
Grove NU Barrack St Boys,
Strabane
Belmont NS
Steelstown NU

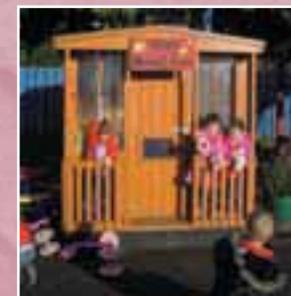
Thank you to Mairead O'Boyle (NEELB – Early Years Administration) for her endless patience and her word-processing skills.

Finally, a special word of thanks to The Early Years Interboard Panel and colleagues for their support.

RATIONALE AND PRINCIPLES

SECTION 1

in the early years



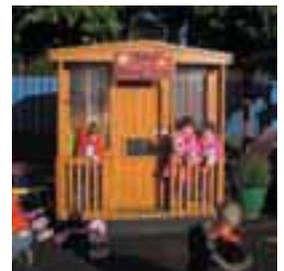
RATIONALE

The outdoor area provides young children with one of the best possible environments in which to learn. Any adult who has watched children playing in a well planned and well resourced outdoor area with involved adults will have observed the joy and excitement they experience as they learn new skills and make fresh discoveries.

“the best kept classroom and the richest cupboard are roofed only by the sky”

Margaret McMillan (c1925)

Nursery Schools and the Pre-school Child NSA Publication



“The garden was arranged on different levels, on grass and hard surfaces. There were paths, steps, logs, trees, shrubs, ponds, seats, tables, slides, ropes, swings, playhouses, planks, ladders, barrels and blocks.

There was a kitchen garden, a wild garden and a rock garden. There was a plethora of natural materials – twigs, leaves, stones, bark, seeds and so on. The moveable equipment included trucks, wheelbarrows and bicycles. Children used real tools. Sand, water and builders bricks were available. Children had access to dressing up materials. The garden naturally attracted birds and they were further encouraged with bird boxes, bird baths and bird tables. Animals, including chickens, tortoises, rabbits and fish were kept. Children had access to scientific equipment and small games apparatus.”

Margaret McMillan’s Open Air Nursery School, Deptford 1914.



OUTDOOR PLAY PRINCIPLES

- Indoors and outdoors need to be viewed as one combined and integrated environment.
- Indoors and outdoors need to be available to the children simultaneously.
- Outdoors is an equal player to indoors and should receive planning, management, evaluation, resourcing, staffing and adult interaction on a par with indoors.
- Outdoors is both a teaching and learning environment.
- Outdoor design and layout needs careful consideration.
- Outdoor play is central to young children's learning, possibly more to some children than others.
- The outdoor classroom offers children the opportunity to utilise effective modes of learning – play, movement and sensory experience.
- Children need versatile equipment and environments.
- Children need to be able to control, change and modify their environment.
- Staff have to be supportive toward outdoor play.

Principles of Outdoor Play in the Early Years – Helen Bilton

These principles underpin the Early Years Outdoor Curriculum.

Well planned and well resourced outdoor play experiences allow for progression in a child's thinking and understanding. These can provide the context in which these principles become the reality for all our children.



SECTION 2



PURPOSE

in the early years



WHY DEVELOP OUTDOOR PLAY?

- It allows and encourages children to relive their experiences through their most natural channel – movement.
 - Movement is one of the four vehicles through which children can learn. The others are play, talk and sensory experiences.
- It provides access to space to nurture mind-body growth.
- Physical development is the pre-requisite for the children’s growth. It:
 - enhances the development of motor skills (gross and fine);
 - develops co-ordination, balance and body awareness;
 - keeps the body, heart and other organs healthy; and
 - develops a life-long good habit of daily exercise.





- It provides the opportunity for assessed risky freedom, where children can play and socialise freely and use their own imagination and initiative.
- All the areas of learning can be achieved outside while the children's long-term social, emotional and mental health are being enhanced.
- Exercise can affect emotions allowing for relaxation and calmness and a heightened sense of well being (Armstrong 1996).

Young children's basic need for well-being and involvement, and their urge to explore and make sense of the world, is developed through high-quality play in an outdoor environment.

AREAS OF LEARNING

SECTION 3

in the early years

The Arts

Language and Literacy

Mathematics and Numeracy

Personal, Social and Emotional

Physical Development and Movement

The World Around Us



THE ARTS

Art and Design

Children will have opportunities to:

- explore a variety of materials and appreciate colour, shape, texture and sound at vertical and horizontal levels;
- experience a variety of media and techniques such as painting, drawing, mark making, modelling and printing, both large and small scale;
- develop their sense of spatial awareness through the use of 3D and other materials, eg working with recyclable materials to shape, rearrange and create environments supporting imaginative play; and
- observe and experience outdoor characteristics using all of their senses.





Music

Children will have opportunities to:

- listen and respond to a variety of sounds, rhythms and songs in the outdoor environment;
- make music by vocal sounds, body sounds, singing, clapping and playing percussion instruments with extended volume;
- make and use instruments to invent music which expresses thoughts and feelings;
- participate in simple dances and singing games;
- listen to and recognise sounds in the outdoor environment; and
- use outdoor features as a stimulus for music.

Drama/Imaginative Play

Children will have opportunities to:

- plan, design and engage in stimulating role play, which encourages them to play co-operatively, negotiate roles, agree rules and act out scenarios;
- express their thoughts, ideas, feelings and imagination with confidence, enhancing self-esteem and oral language;
- link imaginative play scenes inside and out, providing much more scope for large movement, noisy play and involving the whole child; and
- access a wide range of equipment, resources and props to promote quality outdoor play.



LANGUAGE AND LITERACY

Talking and Listening

Children will have opportunities to:

- talk about their experiences in the outdoor environment;
- talk about features of the outdoor environment;
- use language to describe, explain, predict, and ask questions;
- interact and converse with adults and peers to extend language;
- develop ideas and follow directions and instructions;
- listen, respond and link language with physical movement in action songs and rhymes, role play and practical experiences; and
- talk, listen and interact with each other in all areas, including a quiet space.



Reading

Children will have opportunities to:

- access a wide range of texts – books, leaflets, catalogues, reference materials, magazines, posters, maps, charts;
- enjoy stories, rhyme and songs in the outdoor environment; and
- experience a variety of meaningful print (eg labels, symbols, signs, and directions), and begin to understand some purposes for reading.





Writing

Children will have opportunities to:

- experiment with early writing using water and rollers, brushes, chalk, sand and paint, clipboards and pencils;
- use their drawings, written marks or writing to express their ideas and feelings;
- see themselves and adults using writing for a purpose, and discuss and agree the best way to present the writing, eg lists, messages and reminders; and
- write during role play and other activities.

MATHEMATICS AND NUMERACY

Children will have opportunities to:

- sort and categorise resources, equipment and naturally occurring objects;
- identify, understand and use numbers – both cardinal and ordinal, eg numbers on parking bays, number lines, number plates, counting games, rhymes, jingles and stories;
- develop appropriate mathematical language through counting games, rhymes, jingles and stories;
- recognise, explore and create patterns, shapes and colours, eg with leaves, pebbles and 2D shapes;
- match objects, eg match photographs with outdoor features;
- compare size, length, capacity and weight, eg playing on a see-saw;
- experience and talk about the routine and the passing of the time of day, the week, months and seasons;
- investigate and talk about patterns, colours and shapes in the outdoor environment, eg shapes of trees, leaves and clouds;
- sort, design, plan and build with a range of 3D shapes;
- explore spatial awareness through the different types of movement, eg balance, locomotion and manipulation;
- begin to understand and use positional and directional words – forwards, backwards, in front of, behind, above and below; and
- use mathematical language such as heavy, light, full, empty, long, short etc., in relevant contexts.



PERSONAL, SOCIAL AND EMOTIONAL

Children will have opportunities to:

- develop confidence, self-esteem and a sense of security;
- develop independence as they acquire new skills, eg children plan, choose and organise equipment for the day/week, manage the transition from inside to outside play co-operatively, and share resources;
- care for themselves and their personal safety;
- take care of the outside environment with respect and concern;
- become aware of and respect the needs and feelings of others, and reflect this in their behaviour;
- learn to follow rules;
- develop tolerance and perseverance; and
- explore, experiment and be adventurous.



PHYSICAL DEVELOPMENT AND MOVEMENT

Children will have opportunities to:

- enjoy physical play and the sense of freedom and well-being it brings;
- begin to understand the importance of physical activity for good health and fitness;
- develop spatial awareness and how to share space safely with others;
- move confidently with increasing control and imagination;





- acquire essential movement skills like:
 - Balance – develop co-ordination and control of body actions by using equipment; playing games; walking along chalk lines, rope pathways, small balancing beams, climbing equipment, and stepping stones; building using large equipment, and carrying heavier objects;
 - Locomotion – focusing on basic motor skills such as running, jumping and moving the body around in different ways, eg games like “What’s the Time Mr Wolf?” or “Simon Says”;
 - Manipulative skills – using equipment to develop aiming, predicting and estimating techniques, eg throwing balls into containers or through hoops;
 - experience the vocabulary of movement and words of instruction; and
 - understand simple rules and use tools and equipment appropriately, safely and with increasing control.

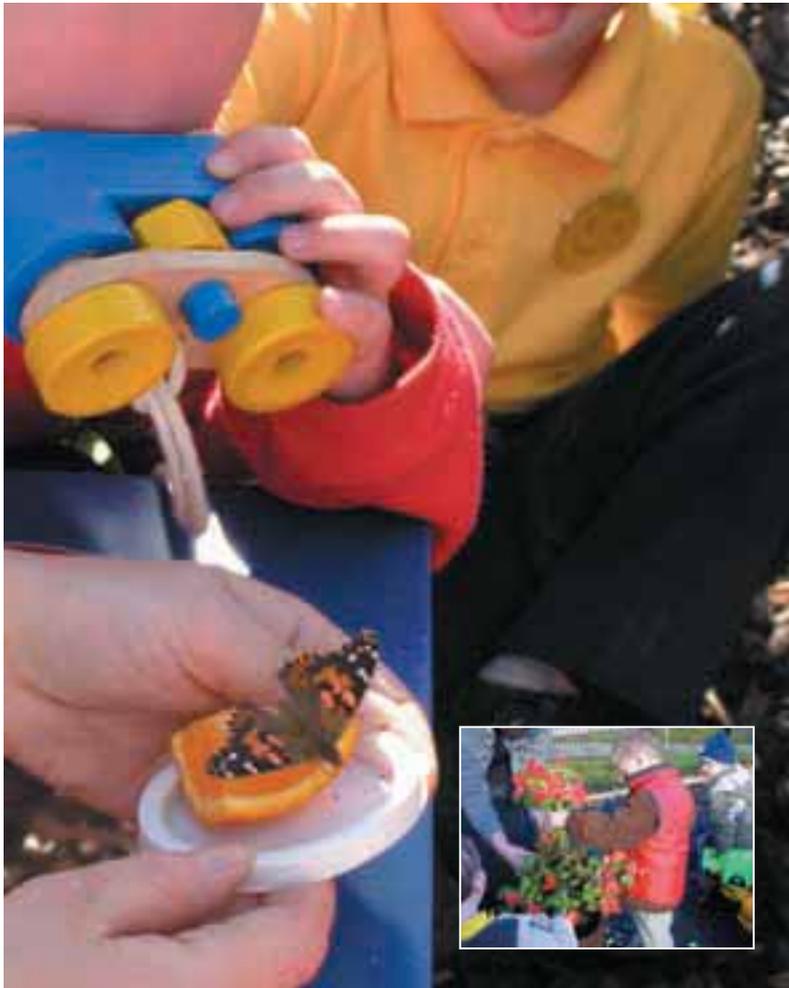
THE WORLD AROUND US

“Intrinsically linked to sensory experience is emotion... Children need to have experiences which heighten emotions such as wonder, joy and excitement, and children need adults who will use the natural resources to bring out and develop these emotions.”

**Outdoor Play in the Early Years
Management and Innovation – Helen Bilton**



THE WORLD AROUND US



Children will have opportunities to:

- develop their powers of observation by using their senses, eg access to tools such as magnifying glasses;
- recognise objects by sight, sound, touch, smell, taste, eg multi-sensory garden;
- ask questions, experiment, design, make and solve problems, eg use flexible equipment that encourages experimentation like guttering and bricks;
- recognise and experience that some things change over time, eg trees during autumn and clothes people wear;
- talk about and experience features in their local environment, such as the school setting and community;
- care for and respect living things and handle them sensitively, eg a wormery;
- listen to stories while outside about people and places, eg fairy stories;
- talk with adults and other children about themselves, their home, their setting and people who work within the setting and local community;

- use drama/imaginative play to communicate their understanding of events, eg jobs done by people in the community or a barbeque;
- record what they have seen, made, found out (individually and in groups), eg through drawings, photographs, paintings, models and simple maps;
- explore through first-hand experience, eg properties of materials and sounds in the environment;
- become aware of everyday technology and develop the skills to use tools for woodwork, construction and gardening, including cutting, sticking, folding, pouring, joining and taking apart;
- learn about themselves by talking with adults and engaging in role play, eg “fire station” or “ambulance depot”;
- talk about their observations and predict what will happen if water is added to sand, hand is placed on an icy surface, plants are not watered, etc.;
- experiment, eg to find out how water will move from one piece of guttering to another or how some objects float and others sink;
- talk about environmental issues (eg litter and recycling), and how to nurture these in the school environment.



AREAS OF PLAY – LEARNING BAYS

SECTION 4

in the early years

Imaginative Area
Creative Area (Art/Design & Music)
Snack Area
Horticulture Areas (Gardening/Wild & Digging)
Large-Scale Construction Area
Sand and Water Areas
Quiet Area
Large-Movement Area
Small-Equipment Area
Climbing Area
Wheeled-Vehicle Area
Storage Suggestions
Play Resource Centres – Northern Ireland



IMAGINATIVE AREA



- A-frames
- Planks – commercially made and cut to order by a DIY store
- Ladders
- Cubes
- Heavy pieces of material
- Plastic sheeting/tarpaulin
- Plastic crates – bread, milk, supermarket
- Blocks – wooden and plastic
- Large cardboard boxes
- Industrial tubing
- Cable spools (a variety of sizes up to one metre in diameter)
- Tree trunk sections, various sized pieces of wood
- Pieces of carpet and carpet squares
- Tents
- Large cones
- Broom handles
- Hose pipe – cut to lengths for the firefighter and for sand and water play
- Large and small umbrellas
- Ropes and string
- Masking tape
- Elastic bands





Wheeled vehicles, large and small

Trucks, hay carts, wooden pushchairs, prams, buggies, scooters, wheelbarrows

Trolleys with a host of props

Dressing up clothes – overalls, rubber gloves, aprons, uniforms, dresses, cowboy and Native American outfits

Accessories such as bags and hats, sunglasses, hard hats, police hats, suitcases, baskets

Holiday equipment – backpacks, sleeping

bags, cooking equipment, picnic bags
 Builder's tools and equipment – mallets, screwdrivers, spirit levels, pulleys
 DIY tools and tool belts
 Mechanic's tools
 Decorator's tools – brushes, pots
 Ropes and pegs
 Gardening tools – shovels, spades, watering cans
 Home tools – cameras, mobile phones, personal stereos, binoculars, umbrellas, money, purses, tickets, cards
 Fire-fighter equipment
 Doctor's bag and equipment



Contexts for imaginative role play

Ambulance
 Building/construction site
 Bus railway or airport
 Camping
 Garage/Carwash
 Drive through McDonald's

Farm
 Pizza shop/Pizza delivery
 Fire-fighters
 Garden centre
 Market stall
 Police

Picnic
 Fairy-tale castle
 Dinosaur land
 Ice cream seller
 Library
 Post office

Pirate's ship
 Campsite
 Road safety
 Zoo
 Igloo

Books, rhymes and songs

Tom and the Island of Dinosaurs – Ian Beck
 Mrs Mopple’s Washing Line – Anita Hewett
 The Wind – Richard Harris
 Washing Up Day – John Agard
 Machines – June Mitchell
 The Wind Blew – Pat Hutchins
 Percy the Park Keeper – Nick Butterworth
 We’re Going on a Bear Hunt – Michael Rosen
 The Sun and the Wind – Aesop’s fables
 Where’s Julius? – John Burningham
 The Green Ship – Quentin Blake
 Someone Bigger – Jonathan Emmett
 Harry and the Dinosaurs Romp in the Swamp – Ian Whybow
 Blue Rabbit and the Runaway Wheel – Chris Wormwell
 Going Shopping – Sarah Garland
 The House that Jack Built – Liz Underhill
 Miss Brick the Builder’s Baby – Allan Ahlberg
 Out and About – Shirley Hughes
 Lucy and Tom at the Seaside – Shirley Hughes

My Granny Was a Pirate – Margaret Mahy
 One Eyed Jack – Penny Dale
 The Owl and the Pussy Cat – Hilary Knight
 Rosie’s Walk – Pat Hutchins
 Where the Forest Meets the Sea – Jeannie Baker



CREATIVE AREAS (ART/DESIGN & MUSIC)



Art/Design

Picnic tables or portable desks

A storage trolley containing art / craft resources, eg paint, chalk, scissors, glue

Clips to hold paper on the tables

Chalk to use on the ground

Rolls of paper to attach to walls or fences for group art

A wheeled box of junk art materials

Clay and tools

Clipboards

Buckets, paint brushes and rollers for pretend painting of walls and paintings

Squeezy bottles to squirt paint onto large sheets of paper

A large chalk board fixed to the wall and made of varnished external plywood painted with easel / blackboard paint

A selection of natural materials, eg pine cones, sawdust to mix or use for printing

Laminated children's work displayed outdoors under a covered way



Music

Banging

A drum area including a metal dustbin, pots and pans mobile, logs and sticks, old PC cases, upturned metal buckets

Tapping

Old CD Roms hung on trees or fences

Various lengths of piping strung together and suspended at the children's height

A table tennis bat or flip flops to tap the tops of the pipes

Musical notes cut out of plastic, wood or metal and hung up. Children enjoy learning real naming words, so use musical language when appropriate

Blowing

Pipes

Tubing

Cylinders



Scraping

Ridged car mats

Willow fencing

Sticks to trail along fences, walls and tree bark

Clicking

An old computer mouse suspended by its cord

Splashing

Hoses, buckets, rainmaker, bells, and triangles for water play

Add to these scrap materials by:

- providing a range of commercially produced instruments stored in a wheeled trolley for ease of transportation, eg horns, drums, tambourines, recorders; and
- collecting books / booklets of rhymes / songs for staff to use outdoors.



Children will have opportunities to listen and respond physically to sounds they hear.

SNACK AREA





Picnic tables / portable desks

Trays so children can help carry food from indoors to outside

Bin

Crates for empty bottles

Large baskets for bread, biscuits, etc.

Picnic rugs for dry days

Story books and children's magazines

Use a rhyme, phrase or sign so children know that snack is going to be a picnic outside today

Basins for soapy water, so children can help clear up

Bird tables for leftovers

HORTICULTURE AREAS



Gardening / Wild

Plot of land where children can plant, tend and harvest flowers and vegetables

A digging area

Wooden boxes, tubs, plant pots, growbags, washing up bowl, a bucket, an old sink can be used if land is not available

Camera to record change over time

Books to record what happened

Child-sized spades

Trowels

Forks

Hoes

Watering cans

Hoses

Canes

Wheelbarrows

Seeds/bulbs/plants

A herb tub for smell comparisons

An area left to grow naturally

Old rotten logs or a piece of carpet to gather mini beasts

An old sink or bathtub for water-loving mini beasts



Magnifying glasses

Gathering jars

Pond dipping equipment

Pencils and clipboards

Reference books and books made by children and staff

Bird tables, bird boxes and baths

A wormery

Themed play boxes – Sunny Day Box, Windy Day Box, Snowy Day Box, Rainy Day Box



SAMPLE

A Sunny Day Box

Sunglasses – Sun hat – Books about sunshine

Bucket and spade – A towel to sit on

Chalk to trace shadows



SUGGESTIONS FOR PLANTS AND FLOWERS

Check with the supplier that the plant is suitable for the place and purpose you intend.

Climbers

Convolvulus
Ivy
Morning Glory
Honeysuckle
Nasturtiums
Hop (Humulus)
Boston Vine (Parthenocissus)
Glory Vine (Vitis Coignetiae)
Sweet peas

Sun lovers

Pinks/Carnations (Dianthus)
Aubretia
Ice plant (Sedum)
Houseleek (Sempervivum)

Blue lily (Agapanthus)
Pansies
Daisies (Bellis)
Marigolds (Calendula)
Erigeron (daisy flowers)
Geraniums
Helichrysum (everlasting)
Chinese Lantern (Physalis)
Golden Rod
Nasturtiums
Verbena
Mesembryanthemum
Achillea (Yarrow)
Montbretia (Crocsmia)
Poached-egg plant
(Limnanthes Douglasii)

Shade lovers

Hostas
Ivy
Primula/primrose
Violets
Periwinkle (Vinca)
Dead nettle (Lamium)
Forget Me Nots (Myosotis)
Lady's Mantle (Achemilla)
Astilbe
Granny's Bonnet (Aguilegia)
Bleeding Heart (Dicentra)

Please note: make a risk assessment of the plants and planting areas. It may be appropriate to refer to ASE BeSafe (3rd edition) Health and Safety, or consult with suppliers.

Tubs and baskets

Pansies
 Alyssum
 Busy Lizzie (Impatiens)
 Petunia
 Marigold (Tagetes)
 Begonia
 Harebell (Campanula)
 Lobelia
 Mimulus
 Viola
 Lobelia

Fast growers

Morning Glory
 Nasturtiums
 Sweet peas
 Sunflowers
 Busy Lizzie (Impatiens)
 Golden Hop (Humulus)
 Boston Vine (Parthenocissus)
 Glory Vine (Vitis Coignetiae)

Ground dwellers

Periwinkle (Vinca)
 Anthemis (Chamomile)
 Thyme (Thymus)
 Candytuft (Iberis)
 Speedwell (Veronica)
 Hardy geranium
 Rock rose (Helianthemum)
 Ground cover roses (Rosa)

Evergreen / Winter interest

Grasses
 Cyclamen
 Heathers
 Myrtle (Myrtus)
 Flax (Phormium)

Perfumed foliage

Myrtle (Myrtus)
 Pelargoniums
 Choisia

Perfumed flowers

Pinks (Dianthus)
 Alyssum
 Wallflowers

Bulbs

Crocuses
 Snowdrops
 Hyacinth
 Small daffodils
 Grape hyacinth (Muscari)

Everlasting flowers

Straw flowers (Bracteantha)
 Limonium
 Love in a Mist (Nigella)
 Helichrysum
 Chinese Lanterns (Physalis)

Or you could sow some wild flower seeds in a patch of grass which is left to grow taller than the rest.

Please note: make a risk assessment of the plants and planting areas. It may be appropriate to refer to ASE BeSafe (3rd edition) Health and Safety, or consult with suppliers.

SUGGESTIONS FOR SHRUBS

Check with the supplier that the plant is suitable for the place and purpose you intend.

Climbers

Wisteria
Thornless Blackberries
Cotoneaster horizontalis
Honeysuckle
Passion flower (Passiflora)

Sun lovers

Lavender
Berberis
Wygela
Shade lovers
Hydrangea
St John's Wort (Hypericum)
Spiraea
Convolvulus

Ivy
Morning Glory

Perfumed trees

Eucalyptus

Perfumed flowers

Lavender
Philadelphus
Daphne
Wisteria
Lilac (Syringa)

Fast growers

Morning Glory
Kerria (grows anywhere)

Spiny or prickly

Holly
Mahonia
Pryocanthus
Gorse (Ulex)

Screening

Cotoneaster (prickly)
Box (Buxus)
Forsythia
Lavender (Lavandula)
Currant (Ribes)
Lonerica
Black bamboo (Phyllostachis)
Striped bamboo (Pleioblastus)

Please note: make a risk assessment of the plants and planting areas. It may be appropriate to refer to ASE BeSafe (3rd edition) Health and Safety, or consult with suppliers.

Evergreen / Winter interest

Cornus (Red stems)
 Choysia
 Clematis
 Eucalyptus
 Yucca
 Hazel (Corylus)
 Tassel Bush (Garrya Eliptica)
 Willow (Salix)
 Viburnum

Trees

Birch (Betula)
 Rowan (Sorbus)
 Crab apple (Malus)
 Plum and Cherry (Prunus)

Flowering

Butterfly bush (Buddleia)
 Ceanothus (Blue)
 Hebe (low growing)
 Prunus (flowering)

Berries

Cotoneaster horizontalis
 Hawthorn (Crataegus)
 Holly (Ilex)
 Firethorn (Pyracantha)
 Rowan (Sorbus)

Please note: make a risk assessment of the plants and planting areas. It may be appropriate to refer to ASE BeSafe (3rd edition) Health and Safety, or consult with suppliers.

SUGGESTIONS FOR FOOD PLANTS

Check with the supplier that the variety is suitable for the place and purpose you intend.

Climbers

Thornless blackberries
Tomatoes
French/runner beans, peas
Marrows, squashes, cucumbers, courgettes
Or try a grape vine!

Sun lovers

Sage (*Salvia officinalis*)
Nasturtiums
Onions (*Allium*)
Garlic
Most herbs

Tubs and pots

Small varieties of apples and pears (make sure you have a self-fertile type, or plant two)
Strawberries
French or runner beans, peas and cucumbers grow up sticks or trellis
Tomato plants grow in tubs or grow bags
Ornamental cabbages
Potatoes in buckets
Basil and parsley

Herbs

Marjoram (*Origanum*)
Thyme (*Thymus*)
Rosemary (*Rosemarinus*)
Cotton lavender (*Santolina*)
Lemon thyme (*Melissa Officinalis*)
Mint (*Mentha*)
Chives
Fennel
Basil
Dill

Please note: make a risk assessment of the plants and planting areas. It may be appropriate to refer to ASE BeSafe (3rd edition) Health and Safety, or consult with suppliers.

Fast growers

Carrots
Beans
Lettuce Marrows
Pumpkins
Radishes
Spinach

Attractive to insects and butterflies

Butterfly bush (Buddleia)
Sedum
Alyssum
Calendula
Dianthus
Myosotis
Solidago
Aster
Ceanothus
Lavender (Lavandula)

Decorative

Kohlrabi
Red cabbage
Ornamental cabbage
Artichokes and cardoons
Alliums, leeks and onions



Please note: make a risk assessment of the plants and planting areas. It may be appropriate to refer to ASE BeSafe (3rd edition) Health and Safety, or consult with suppliers.

Digging Area

There needs to be a digging patch, separate from the horticulture area. This can be for building and construction works where children can build structures using mud, bricks and wood, or it can be for imaginative play, where children may be tunnellers or bury treasure.

Spades with strong shafts

Trowels

Natural materials

Bricks

Stones

Shells

Peat

Gravel

Pebbles

Bark

Leaves

Feathers

Conkers

Wooden blocks

Firewood/sticks/logs

Sand Pit

Sand

Water

Water pistols

Squirty bottles

Targets to shoot water at

Buckets

Brushes

Rakes

Combs

Moulds

Sieves



LARGE-SCALE CONSTRUCTION AREA



Woodwork bench

Wood off-cuts

Logs

Planks

Balsa wood

Hardwood

Chipboard

Plywood

Crates

Guttering

Drain pipes

Builder's trays

Real tools – hammers, pliers, hand drill

Nails

Nuts, bolts

Gardening tools

Ropes

Plastic tubing

Hose pipes

Access to water – hose, water butt

Wooden blocks



Boxes – cardboard,
wooden, plastic

Masking tape

Spades

Wheel-barrows

Trolleys

Builders' trowels

Hard-hats

Visibility tabards

Wellington boots

Overalls

Tyres

Community blocks

Off cuts of carpet, rugs,
canvas

Ground sheets

Clothes horses

Tents

Buckets

Building blocks

Natural materials – stones,
shells, twigs, leaves, bark
and sand

Cork, gravel, straw

Diggers, tractors, trailers

Pulley system

Clipboards

Pens

Spirit level



Tape measures
Measuring sticks and wheels
Architect's plans
Builder's chalk
D.I.Y. books
Homes magazines
Design and construction magazines
Construction site sign

Hard Hats must be worn

Danger Keep Out

Maps
Mobile phones
Traffic cones
Site warning tape

Estate agent's signs



Pictures of castles, houses, flats, airport terminals, office-blocks, ships, sailing boats, shops, cars, lorries, cranes, aeroplanes

Fluorescent safety jackets – use life jackets, puffer vests, etc.

Large sheets of paper for plans and sketches

First-aid box

Lunch boxes

Equipment to support imaginative/constructive play:

- Hospital, airport, garage, McDonald's
- House play – renovate a kitchen, bedroom, utility room
- Camp site
- Igloo
- Desert island

*Equip each construction site above with relevant scene props, eg provide storage baskets, trolleys and boxes clearly labelled with equipment name and pictures.



Books, rhymes and songs

Bob the Builder

Mr Gumpy's Motor Car – John Burningham

The Green Ship – Quentin Blake

We're Going on a Bear Hunt – Michael Rosen

The House that Jack Built – Liz Underhill

Miss Brick the Builder's Boy – Allan Ahlberg

The Lighthouse Keeper's Books – David Armitage

My Granny Was a Pirate – Margaret Mahy

The Three Billy Goats Gruff

The Owl and the Pussy Cat

Little Red Riding Hood

The Three Bears

Three Little Pigs

Little Yellow Digger – Nicola Baxter

Additional resources, including commercial kits and themed construction environments for construction play outdoors, can be found on pages 127–133 of the **Learning Through Play** resource file.

SAND AND WATER AREAS



Sand

A covered sandpit offers the best solution to keep rain and animals out. Pits can be made by building a square of bricks or laying four railway sleepers on the ground. A tyre from a large tractor or heavy goods vehicle also acts as a solid wall, which can be filled with sand.

Buckets and spades of different sizes

Moulds

Sieves

Diggers, lorries, bulldozers

Guttering

Old pots

Spoons

Sticks

Rakes, combs

Twigs, shells

Cardboard boxes

Bricks

Treasure – fake coins, play jewellery, maps

Junk materials

Sand wheels

Watering cans

Funnels

Feathers

Conkers

For additional resources, see pages 30–35 of the **Learning Through Play** resource file.



Water

Nature – rain, puddles, dew, frost, snow, etc.

Umbrellas

Wellington boots

Decorator's painting brushes, sponges, rollers

Rain barrel with a tap / outside tap

Pots and pans

Buckets

Splash suits/overalls

Guttering, drainpipes

Paddling pool

Rain measuring equipment, eg wide necked bottles for rain collection

Hoses

Watering cans



Create separate storage for labelled sand and water equipment

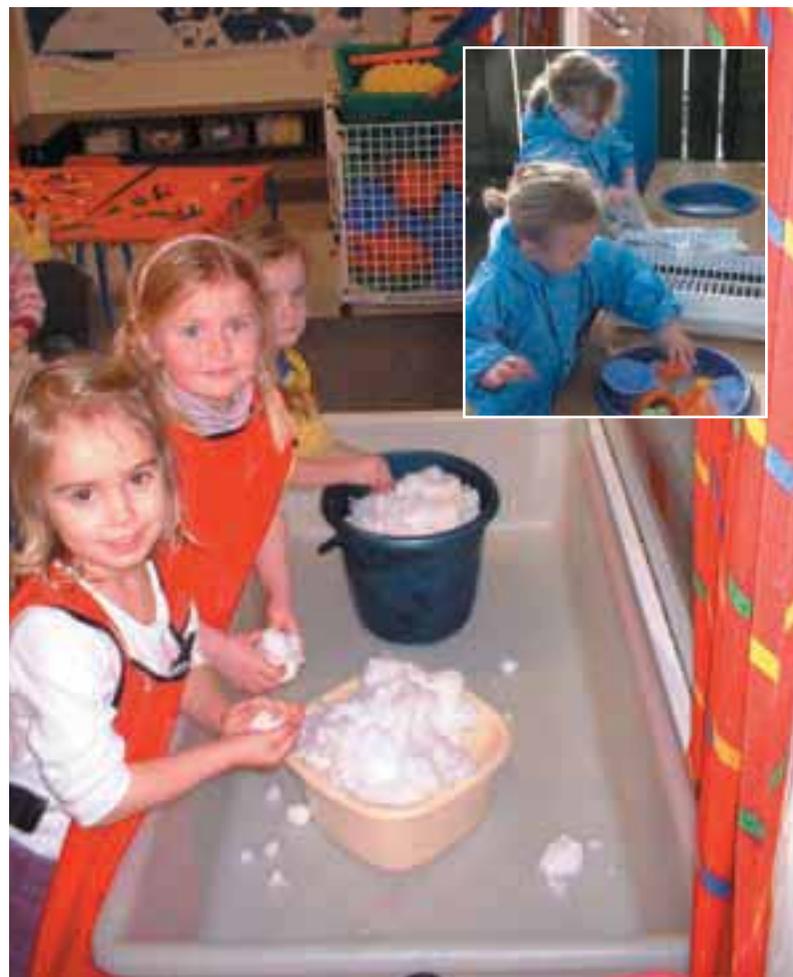
Plastic spray bottles, squeeze bottles

Large transparent plastic sheets, eg shower curtain

Washing line and pegs

Shampoo, bubble bath, shaving foam

Bubble blowing equipment



QUIET AREA



Seating

Carpet squares

Materials

Blankets

Chairs and cushions

Table

Crates

Wooden seat enclosed with a pergola (if funding is available)

Gazebos

Deck and patio chairs

Garden umbrellas

Large pieces of cloth

Travelling rugs over an A-frame or play house

Tent or shed

Screens and boundaries

Hedges, growing plants

Trellis, net, clear plastic and fencing

Low walls, paths, cones and lines

Furniture brought out from inside



IDEAS FOR BOUNDARIES AND SCREENS

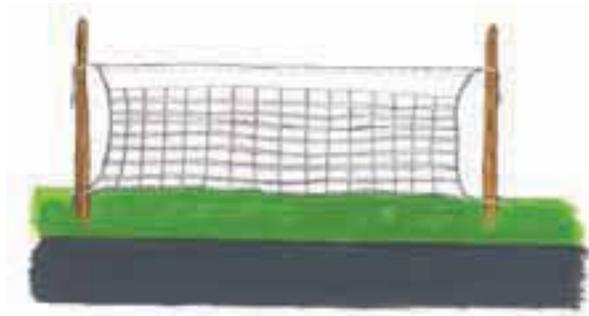
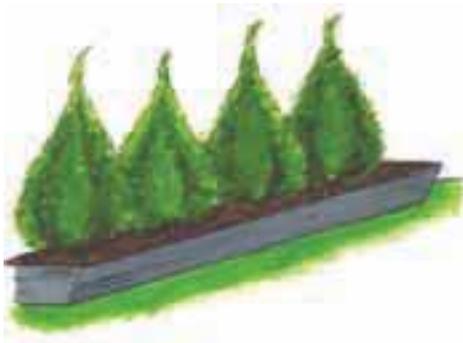


Protection

- Sunshades
- Gazebos
- Awnings and parasols
- Screens of bamboo, willow
- Trees and bushes
- Planting tubs with herbs or other fragrant plants
- Umbrellas and wind breaks

Activities

- Tape recorder
- Tapes – songs, stories, rhymes, sound games
- Books – reference and fiction
- Dictaphones / headphones
- Soft toys
- Language and mathematical games which cannot be blown by the wind
- Small motor-skill games
- Writing and drawing materials
- Mirrors and magnifiers
- Small world play
- Small construction



Nature Watch

Bird tables and feeders,
small ponds, wildlife
sanctuaries

Streamers

Quiet bells, windchimes

Binoculars

Beetle boxes

Cameras

Spotter's guide

Weather chart



LARGE-MOVEMENT AREA



Children who begin physical activity young experience more significant and longer lasting results.

In your setting, try to allocate a space for the physical activities of running, jumping, throwing and striking with a bat. If there is no such area outside, consider using a P.E. hall.

Running

Cones to weave in and out of

Crates or boxes to climb onto and jump off

Ropes and chalk to encourage running in pathways

Whistles so children can start the races

Large egg timer to time races

A windy day box containing objects which stream behind the child. These may include a windsock, a kite, plastic bags and string, lengths of ribbon



Jumping

Stepping stones made from tree trunk sections, large floor 2D shapes, laminated coloured card

P.E. mats to practise landing

Rhymes and songs to encourage jumping, eg “One Little Speckled Frog”



“Locomotor, or gross motor, development is about moving through the environment, which involves large movement patterns, such as: walking, running, jumping, hopping, skipping, leaping, crawling, standing, sitting”.

Playing Outside – Helen Bilton



SMALL-EQUIPMENT AREA



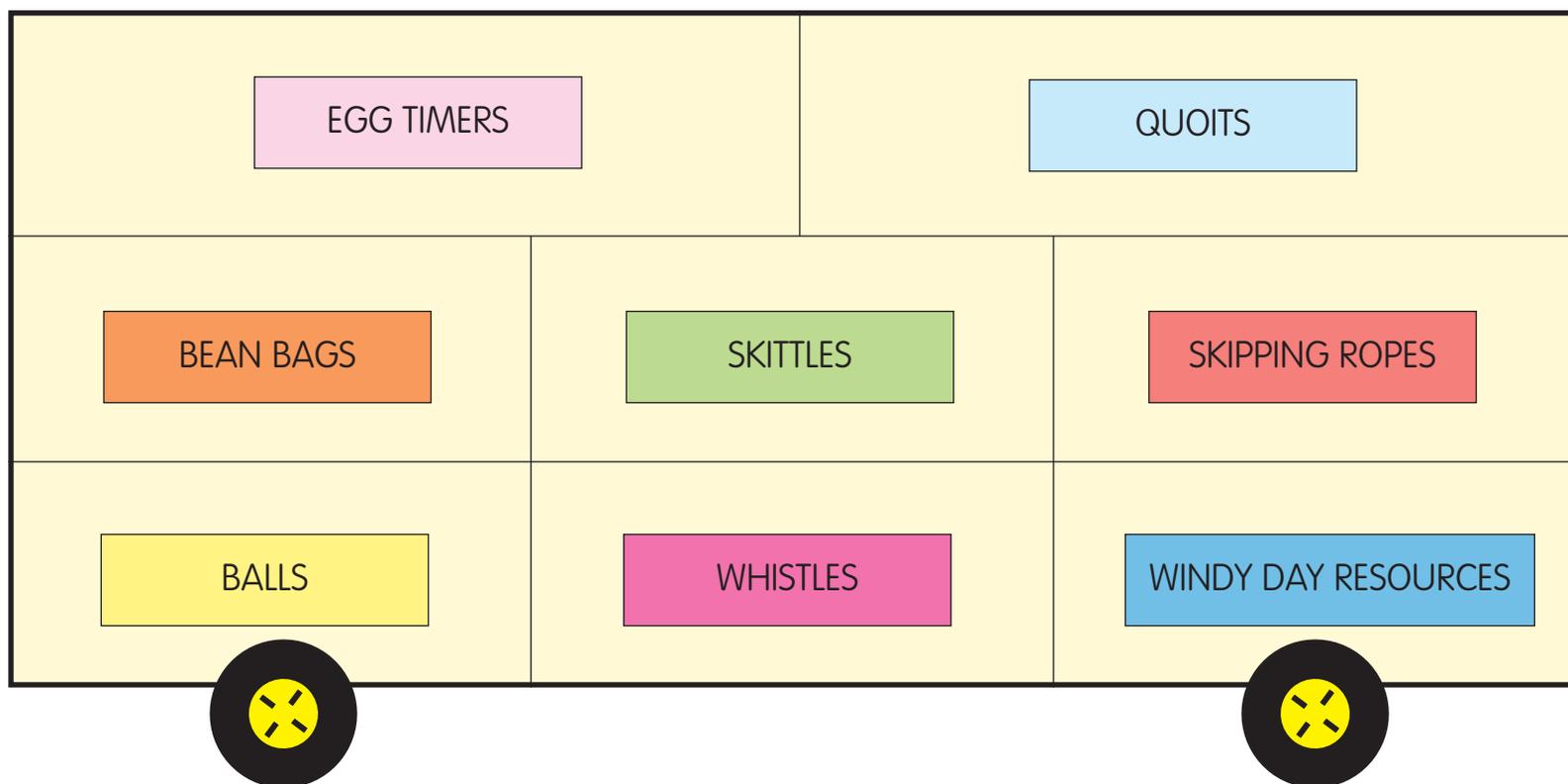
- Pegs, washing line
- Ticket and stampers/punchers
- Old cameras
- Mobile phones
- Bean bags
- Bats
- Quoits
- Balls of different shapes, colour, textures, sizes
- Skittles
- Laundry baskets
- Skipping ropes
- Cones
- Netball rings
- Markings on ground / walls for targets
- Suspended hoops
- Top Start equipment
- Egg timers
- Whistles

“Outside is the ideal place for children to practice and refine small motor skills...”

Playing Outside – Helen Bilton

SMALL APPARATUS RESOURCES

A SAMPLE RESOURCE TROLLEY



Children need to access resources outdoors with the same degree of independence we encourage them to display indoors.

CLIMBING AREA



- Planks
- Slides
- Ladders
- A-Frames
- Crates
- Barrels
- Tunnels
- Large fixed equipment, where available
- Bars
- Rope ladders
- Tree trunk sections
- Portable modular system



Children should display “strong grip on the apparatus; comfortably managing body weight; smooth and fluent motion; opposite arm-leg action in use; confidence.”

Supporting Physical Development and Physical Education in the Early Years.
Jonathan Doherty and Richard Bailey

WHEELED-VEHICLE AREA



Wheeled Vehicles

Prams
 Wedding car
 Scooters
 Wheelbarrows
 Tractors
 Taxi
 Ice cream van
 Fire engine
 Bus
 Step on trikes

Playground Markings

Road ways
 Roundabouts
 Crossings
 One way arrows
 Bicycle/pram lane
 Parking bays/disabled bays/mother and baby bays
 Yellow no-parking lines

Roadway Accessories

Roadsigns
 Traffic lights
 Driving licence
 First-aid box
 Number plates
 Speed detector (old hairdryer)
 Road maps
 Car park tickets
 Road safety posters
 Traffic cones
 McDonald's drive-through
 Picnic
 Postal Service
 Building site
 Driving test centre
 Grand Prix
 Car boot sale
 Supermarket

Contexts for Wheeled Vehicles

Garage
 Car wash / mechanic / MOT
 McDonald's drive-through
 Picnic
 Postal Service
 Building site
 Driving test centre
 Grand Prix
 Car boot sale
 Supermarket



BOOKS, RHYMES AND SONGS

Bears in the Night – Stan and Jan Berenstain

Snail Trail – Ruth Brown

Handa's Surprise – Eileen Browne

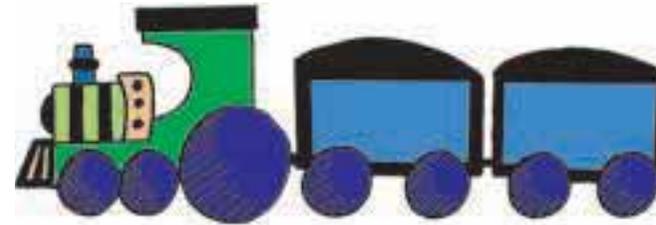
Mr Gumpy's Motor Car – John Burningham

We're Going on a Lion Hunt – David Axtell

Follow My Leader – Emma Chichester

The Train Ride – June Crebbin and Stephen Lambert

Rosie's Walk – Pat Hutchins



STORAGE SUGGESTIONS

- Ensure resources can be accessed and cleared away easily.
- Keep equipment safe, eg use a locked garden shed.
- Choose open-ended versatile equipment.
- Use rucksacks, themed backpacks stored on a row of coat pegs, or a stretched wired area.
- Store Wellington boots using upturned wooden pegs or open shelving.



PLAY RESOURCE CENTRES – NORTHERN IRELAND

Creative Play Resource

4 Artillery House
Artillery Road
Coleraine
BT52 1QU
Tel: 028 7032 7817

Play Resource Centre

North City Business Centre
2 Duncairn Gardens
Belfast
BT15 2GG
Tel: 028 9035 7540

Crafty Bitz

Moylinn House
21 Legahory Centre
Brownlow
Craigavon
BT65 5BE
Tel: 028 3834 8467

Playhouse Resource Centre

5 –7 Artillery Street
Londonderry
BT48 6RG
Tel: 028 7126 8027

SUGGESTED GUIDANCE FOR PLANNING

SECTION 5

in the early years



IMAGINATIVE AREA



IMAGINATIVE AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
DRAMATIC PLAY IN THE OUTDOORS	<ul style="list-style-type: none"> Recall own experiences Develop literacy skills – use talk during role play Use language to describe, explain, predict, ask questions and develop ideas Use mathematical language appropriate to the learning situations Develop self-care skills through dressing for outdoor play and accessing equipment independently Encourage the negotiation of roles and respect for others' views 	<p>Create a</p> <ul style="list-style-type: none"> Shop Petrol station Garden Centre Drive-in take-away Picnic Market Campsite Car wash Holiday play Beach scene Swimming pool Travel agency Beach shop Fish & Chip shop 	<ul style="list-style-type: none"> Extend by providing a cash till to pay with Put notices up to show print in the environment Link imaginative play scenes inside and outside 	<ul style="list-style-type: none"> Prop box of equipment associated with shop, petrol station, garage etc. Writing equipment Appropriate books and magazines Refer to pages 16-18 in the Learning Through Play resource file 

IMAGINATIVE AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="text-align: center;">DRAMATIC PLAY THROUGH STORY Ref: "My Granny was a Pirate" – Margaret Mahy</p>	<ul style="list-style-type: none"> To stimulate imagination and provide starting points for imaginative play and creative activities To re-enact main points of the story 	<ul style="list-style-type: none"> Choose pirate clothes from the dressing up box and talk about what they are wearing Build a pirate ship Make pirate hats, swords, cutlasses 	<ul style="list-style-type: none"> Make treasure maps, talking about what is on them Hunt for the treasure outside, following route marked Number hunt – hide large plastic or wooden numerals and chant "We're going on a number hunt. We're not scared. We're not scared." 	<ul style="list-style-type: none"> Black paper, white paint, cardboard, silver foil, box for treasure with toy gold coins and beads, sparkly jewellery Dressing up clothes for pirates Blocks of wood, large plastic bricks Sand tray, cardboard boxes, milk crates, large construction toys



IMAGINATIVE AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="text-align: center;">DRAMATIC PLAY THROUGH STORY Ref: "Rumble in the Jungle" – Giles Andreae and David Wojtowycz</p>	<ul style="list-style-type: none"> To express and communicate ideas in role-play To use language to imagine and re-create roles Use talk to organise ideas To build and construct imaginatively using appropriate resources 	<ul style="list-style-type: none"> Draw wild animals on the playground with chalk Go on a pretend wild animal hunt Make animal traps or cages from large construction equipment 	<ul style="list-style-type: none"> Go on safari on wheeled vehicles Try to camouflage Play hide and seek 	<ul style="list-style-type: none"> Visit to zoo or wild life park Visit to the centre by an unusual animal and its owner Refer to pages 16–18 in the Learning Through Play resource file

IMAGINATIVE AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="text-align: center;">DRAMATIC PLAY THROUGH STORY Ref: “Mrs Mopple’s Washing Line” – A Hewett</p>	<ul style="list-style-type: none"> • Make up their own stories • Explore and respond to sound, express ideas through sound and music • Communicate their feelings • Use mathematical language as appropriate 	<ul style="list-style-type: none"> • Make washing machines out of boxes to set up laundrette or dry cleaners outside • Make instruments to make noises like the washing machine • Wash the dolls’ clothes • Sort the washing and hang it on the line • Create washing lines with numbered t-shirts 	<ul style="list-style-type: none"> • Laminate relevant words, prices and instructions and leave outside for play • Make book of instructions when the washing machines are made • Visit to the local laundrette • Make wind chimes • Sort clothes by size, eg small t-shirt progressing to largest 	<ul style="list-style-type: none"> • Recycled materials • Dolls and a variety of dolls’ clothes • Prams and buggies for the dolls • Large boxes, crates • Large construction • Refer to pages 16–18 in the Learning Through Play resource file



IMAGINATIVE AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p>DRAMATIC PLAY THROUGH STORY Ref: "Rosie's Walk" – Pat Hutchins</p>	<ul style="list-style-type: none"> To move with control and co-ordination To observe, find out about and identify features in the place they live and the natural world To express and communicate ideas, thoughts and feelings 	<ul style="list-style-type: none"> Go on journeys with vehicles, animals and figures, re-enacting "Rosie's Walk" or "Little Red Riding Hood" Playing on wheeled toys, moving around a course that has been set as a route around the farm 	<ul style="list-style-type: none"> Play at being on tractors, visiting their animals to feed them and round them up Climb in and out of tyres and hoops Ring games, eg "Farmer's in His Den" or "Here We Go Round the Mulberry Bush" Involve the children in the choice and design of focused imaginative areas 	<ul style="list-style-type: none"> Dressing up clothes for a farmer or farm worker with scarves, hats, wellingtons and overalls Props such as toy lambs and babies' feeding bottles for the lambs Wheeled vehicles

CREATIVE (ART/DESIGN & MUSIC)



CREATIVE AREA – ART/DESIGN

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EXPLORING PAINTING OUTDOORS</p>	<ul style="list-style-type: none"> Express ideas and observations through painting Collaborate with friends on a large scale piece of work Use large scale movements to paint big areas  	<ul style="list-style-type: none"> Fix rolls of paper onto table tops or benches using bull dog clips Select, store and maintain paint and brushes independently Use buckets, paste brushes and rollers to "pretend" paint walls and fences Access clipboards and paper to do personal paintings Enjoy splatter painting a suspended sheet or other fabric 	<ul style="list-style-type: none"> Help laminate and display work outdoors Mix a required shade of paint Paint terracotta pots to display plants Paint construction models Create a height chart using hand prints 	<ul style="list-style-type: none"> Wallpaper rolls, rolls of paper Paint displayed in squirty bottles, eg handwash containers Brushes in a variety of sizes, rollers, buckets Bulldog clips Clipboards A selection of large and small paper Pots Laminator Blu-tac Large lengths of fabric 

CREATIVE AREA – ART/DESIGN CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EXPLORING DRAWING</p>	<ul style="list-style-type: none"> Express ideas and observations using a variety of tools Share and co-operate with friends on a large scale drawing 	<ul style="list-style-type: none"> Mark trails on the playground using chalk, eg bicycle trail, parking bays Draw ideas on the ground using chalk Access a large outdoor blackboard for personal work or work with friends Use small black or white boards to sketch ideas / observations Access colouring pencils, markers, felt pens and clipboards 	<ul style="list-style-type: none"> Begin to make representational drawings of interesting things to see/do outdoors Take photographs of special drawings Observe and record detail Chalk numbers on walls/floor surfaces Chalk patterns in different colours on paving slabs Decide as a small group what the group picture might be and share jobs 	<ul style="list-style-type: none"> Varnished external plywood painted with easel/blackboard paint fixed on a wall at the children's height A trolley of resources to include chalk, paper, clipboards, markers, pens, pencils, duster, sponges

CREATIVE AREA – ART/DESIGN CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
EXPLORING JUNK ART	<ul style="list-style-type: none"> • Create 3D models of observations and ideas • Access materials required and tidy these away • Use skills of cutting, folding, sticking, joining 	<ul style="list-style-type: none"> • Use junk materials to create models representing what has been done outdoors, eg a mini climbing frame, a garden • Select, use and store own materials • Paint models 	<ul style="list-style-type: none"> • Use the outdoor workbench to make 3D models using wood • Combine junk materials and other construction materials if appropriate • Weave natural fabric, bark, ribbon, willow through fencing to create a texture area • Weave numerals into fences 	<ul style="list-style-type: none"> • An area to work on, eg a tablecloth on a piece of grass or a table top • A trolley and tubs with various boxes, paper, glue, scissors, staplers, tape • Materials for large-scale weaving like willow, ribbon, hessian, rope, fabric, twigs

CREATIVE AREA – MUSIC

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
BANGING	<ul style="list-style-type: none"> • Make loud music on a variety of drums using banging • Enjoy the drum area 	<ul style="list-style-type: none"> • Collect objects for the drum area, eg pots and pans, metal buckets • Use a variety of beaters, eg old whisks, drumsticks, spoons, ladels to make loud music 	<ul style="list-style-type: none"> • Begin to play along with a simple beat in taped music • Beat out a familiar rhythm • Perform a song and drum along to it • Begin to maintain a steady beat 	<ul style="list-style-type: none"> • Pots and pans mobile • Metal buckets • Large drums • Logs • Old PC cases • Metal dustbins • Tapes and tape recorder • Spoons, drumsticks, forks, wooden spoons
TAPPING	<ul style="list-style-type: none"> • Enjoy tapping sounds made with a variety of objects • Use appropriate vocabulary to describe the sounds • Co-operate with friends to make music together 	<ul style="list-style-type: none"> • Hang up old CD Roms on trees or fences, tap these together • Hit various lengths of pipe with a ping pong bat or flip flop • Hang up musical notation cut outs and use vocabulary with the children 	<ul style="list-style-type: none"> • Play chime bars and xylophones outdoors • Make decisions about whether banging or tapping sounds suit a particular piece of music • Bring in items from home to add to the tapping resources • Number line made of hanging numbered plastic bottles that children can tap 	<ul style="list-style-type: none"> • Musical notation cut outs • Old CD Roms • Pipe • Flip flops / Ping Pong bats • Cord • Indoor instruments, eg xylophones, triangles and beaters 

CREATIVE AREA – MUSIC CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
BLOWING	<ul style="list-style-type: none"> Blow through objects to create sound Have fun experimenting 	<ul style="list-style-type: none"> Blow across the tops of milk bottles Experiment with bottles filled to various points with water Play with pipes and cylinders to create sound 	<ul style="list-style-type: none"> Use homemade blowing instruments to play a tune for peer/adult Make train noises to help tell train stories and rhymes Use commercially produced whistles 	<ul style="list-style-type: none"> Bottles Water Pipes Tubing Cylinders Whistles Books
SCRAPING	<ul style="list-style-type: none"> Create sounds by scraping objects Use vocabulary to describe the sounds 	<ul style="list-style-type: none"> Scrape a beater or finger nails along ridged car mats Create a patch of woven willow fence to run sticks across 	<ul style="list-style-type: none"> Look at home for items that can be scraped and bring them to share Select scraping instruments from the box of musical instruments 	<ul style="list-style-type: none"> Old car mats Willow fencing Sticks to trail along fences, walls, tree bark
CLICKING	<ul style="list-style-type: none"> Make clicking sounds 	<ul style="list-style-type: none"> Suspend old computer mouse to make a clicker mobile Select clicker instruments from the box of musical instruments 	<ul style="list-style-type: none"> Practise clicking fingers Use vocabulary to talk about loud clicks, soft clicks Contribute to an interest table of "clickers" 	<ul style="list-style-type: none"> Old computer mouse Commercial clickers Flat discs to click into containers, eg Leap Frog Game

CREATIVE AREA – MUSIC CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
SPLASHING	<ul style="list-style-type: none"> Enjoy making sounds in water play 	<ul style="list-style-type: none"> Play with water resources to make a variety of sounds, eg drip, splash 	<ul style="list-style-type: none"> Use musical instruments, eg rainmaker, bells 	<ul style="list-style-type: none"> Variety of water play resources, eg rainmaker, bells, triangles
SONGS / RHYMES	<ul style="list-style-type: none"> Develop ability to walk in a circle and sing and move together Explore louder sounds To encourage friendship and social interaction To develop self confidence To enjoy large movement accompanying rhymes 	<ul style="list-style-type: none"> Enjoy traditional songs and rhymes, eg "In and Out of the Dusty Bluebells" Sing along to taped music Learn songs and perform them for others Enjoy action rhymes 	<ul style="list-style-type: none"> Play ring games with friends Select and play favourite song tape Create a stage area to perform 	<ul style="list-style-type: none"> Song and rhyme tapes Tape recorder Microphone

SNACK AREA



SNACK AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EXPERIENCING SNACK OUTDOORS</p>	<ul style="list-style-type: none"> • Be helpful and carry out jobs independently • Follow usual indoor snack routines outdoors, establish where symbol will go • Experience the fun of outdoor eating in all seasons – depending on the weather • Enjoy feeding the birds with leftovers 	<ul style="list-style-type: none"> • Help prepare trays of food for outdoor picnic tables or rug areas • Carry manageable items outdoors • Remember indoor snack routines, eg putting your symbol in a special place • Wash up plates and cups in a basin of hot, soapy water • Relax and enjoy the sounds and sights outdoors/chat with friends • Save leftover bread/fruit for the birds 	<ul style="list-style-type: none"> • If an indoor and outdoor classroom are running simultaneously, children should be able to access snacks from either indoors or outdoors if routines have been established • Read books about picnics • Develop a picnic/barbeque role play area indoors and out 	<ul style="list-style-type: none"> • Picnic tables or rugs • Trays • Basins • Bird tables • Baskets for bread/fruit • Crates for empty bottles • A place for symbols or placemats

HORTICULTURE (GARDENING / WILD & DIGGING)



HORTICULTURE AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EXPERIMENTAL PLAY</p>	<ul style="list-style-type: none"> • Share equipment and space • Discuss and recognise the need for rules • Name toys and equipment • Experience properties of soil – wet/dry in a digging area using hands and spades • Observe creatures • Learn about seeds and weeds • Practise keeping hands clean after each session 	<ul style="list-style-type: none"> • Establish rules/routines • Develop picture symbols to represent the numbers allowed in the garden/wild area, eg Six pictures/tags/labels on a wall, children take one, replace it when finished • Share factual books about growing things • Look at seeds and seedlings • Discuss digging using vocabulary, eg sqelch, slimy, crumbly, messy, muddy • Look for worms and mini-beasts under logs or old carpet 	<ul style="list-style-type: none"> • Work as a group, being aware of the needs of others • Name, select and store tools independently • Learn digging/growing, songs/rhymes • Explore measures using large-scale balance, natural materials, eg sand, gravel and wooden blocks • Establish seedlings and maintain their growth • Learn about mini-beasts, naming and habits • Keep a wormery and learn about how worms break up the soil 	<ul style="list-style-type: none"> • An area for digging • An area for growing • Simple tools, eg various sizes of spade • An area left to grow wild • Logs/old sacks or carpet for children to look under • Appropriate fiction / non-fiction books about gardening and insects • Magnifying glasses / dishes for mini-beast observation • A container to develop a wormery 

HORTICULTURE AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FREE EXPLORATION USING THE SENSES</p>	<ul style="list-style-type: none"> • Explore the textures of a variety of plants in the environment • Enjoy the smells of plants like rosemary, mint and lavender • Mirror the colours of the garden/wild area in creative work • Use herbs in cooking to taste various flavours • Listen to the sounds of nature in the garden 	<ul style="list-style-type: none"> • Plant or maintain a mixed shrub bed and encourage the children to experience and use texture vocabulary • Plant a small raised bed (an old sink or tyre) with herbs • Grow herbs and vegetables to explore taste and smell • Use paint and colouring pencils to make pictures of plants • Hang up old CD Roms and wind chimes or plant bamboo to listen to the wind sounds • Go on a number walk or shape walk in the garden 	<ul style="list-style-type: none"> • Use reference books to look up pictures and learn names of all the different plants • Use mathematical vocabulary, eg positional language, size, shape, colours to describe the plants • Create an herb interest table – encourage children and parents to provide items, eg lavender pillows • Use herbs like mint in a dip to taste it • Keep a booklet of paintings/pictures and discuss it indoors with peers and staff • Create a willow tunnel • Grow potatoes and leeks – make soup, enjoy smell and taste • Develop a themed garden, eg jungle 	<ul style="list-style-type: none"> • A raised bed, eg old tyres, pots, old sink, basin • Cuttings or seeds to plant • Spades, rakes • Old CD Roms, wind chimes, bamboo • Paint, clipboards, paper, pencils • Willow for tunnel • Logs, stepping stones 

HORTICULTURE AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CARE AND SUPPORT – HOW TO WEED AND WATER</p>	<ul style="list-style-type: none"> Develop vocabulary, eg soil, bulb, seed, seedling, vegetables, flower, herb, shrub Be aware that without care, the plants will not grow Commit to looking after plants regularly Develop the skill of testing soil by 'touch' to establish if plants need water Become familiar with common weeds and be able to pull weeds and leave plants 	<ul style="list-style-type: none"> Plant appropriate seasonal seeds, seedlings or bulbs in a small plot or container Check regularly to see if the soil feels dry, if so water it Leave a few plants without water, observe and discuss what happens Leave a patch of the wild area – allow weeds to build up and choke the plants, observe what happens, take photographs Regularly weed the flower / vegetable / shrub patch 	<ul style="list-style-type: none"> Encourage parents to join with their children and create a garden plot/containers at home Develop a garden centre in the role play area where children can buy and sell produce Display flowers in the playroom Use vegetables to make soup Visit a market garden, greengrocer's and garden centre 	<ul style="list-style-type: none"> Plot of land Containers – tubs, pots, growbags, buckets, tyres, wooden or brick tubs Spades, trowels, forks, hoes, hoses, canes, wheelbarrows Watering cans Gardening books and magazines <p>SEASONAL PLANTS</p> <ul style="list-style-type: none"> SPRING – daffodils, crocuses, snowdrops, tulips SUMMER/AUTUMN – candytuft, nasturtium, stock, anemones, freesia, iris, marigolds, petunias, beans, carrots, potatoes, peas, tomatoes WINTER – purple sprouting broccoli, winter pansies

HORTICULTURE AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PLANTS DEVELOP AND CHANGE OVER TIME</p>	<ul style="list-style-type: none"> Observe plants at various stages Develop appropriate vocabulary to describe these changes Record change over time 	<ul style="list-style-type: none"> Take photographs of the growing process Make a diary of the growth using photographs Use the diary at story time to help develop appropriate vocabulary, eg roots, shoots, longer, wider, darker, lighter Look at plants through magnifying glasses to encourage “really looking”  	<ul style="list-style-type: none"> Make clipboards using laminated card and pegs – children can write or draw their observations Make children’s drawings into a booklet so change can be reviewed Introduce children to the language of time – days, months, seasons Develop and observe a compost bin 	<ul style="list-style-type: none"> Camera Notebooks Magnifying glasses Homemade clipboards and pencils Treasury tags Story books about growth and time Compost bin

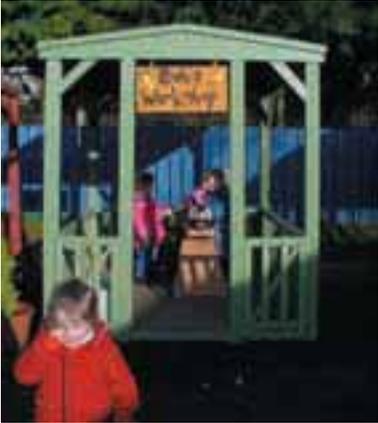
LARGE-SCALE CONSTRUCTION



LARGE-SCALE CONSTRUCTION AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
MATHEMATICAL SKILLS AND EXPERIMENTAL PLAY	<ul style="list-style-type: none"> Develop co-ordination fine/gross motor skills Develop concepts associated with size, shape, height, weight, position, space Begin to question, predict, experiment Begin to solve problems as they lift, carry, build on top of etc. Talk about what they are making / constructing Observe that carefully stacked materials are less likely to fall Explore relationships of objects to each other, eg building walls, stacking different shapes Problem solve Begin to negotiate, discuss and select Begin to predict, collaborate and communicate 	<ul style="list-style-type: none"> Use a wide range of construction materials to explore, experiment with and find out about the properties of materials Assemble and re-arrange construction materials Have fun with a variety of empty boxes Build a large bridge using crates, planks, ladders & poles Build a construction using crates, guttering, wood, logs, soft blocks, foam blocks, click wood flooring, cork tiles 	<ul style="list-style-type: none"> Relate construction to buildings, eg home, castle, farm, airport Record through photographs and drawings Play with large empty boxes – getting inside, how many children will fit Storing construction hats on numbered hooks or pegs Talk about construction with confidence Select own equipment and materials Record through drawing photographs Describe construction Introduce architect's plans and encourage their own creative designs Observe building being constructed in local community 	<ul style="list-style-type: none"> All types of construction materials Pictures of buildings Camera Clipboards Hard hats Spirit levels Wheel-barrow Real tools Overalls Hard hats, tape measures Design and construction magazines Construction site signs See resource list on pages 55–58

LARGE-SCALE CONSTRUCTION AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMAGINING, THINKING AND COMMUNICATING</p>	<ul style="list-style-type: none"> • Begin to develop skills of imagining, co-operating, listening, communicating, observing, problem solving, selecting/choosing, questioning • Develop social inter-action • Use language to imagine and recreate roles and experiences • Retell narratives in correct sequence • Encourage safe use of tools and negotiate rules 	<ul style="list-style-type: none"> • Create role play contexts for construction play, eg Bob the Builder, Humpty Dumpty, Postman Pat's van and post box, Mary Mary Quite Contrary Garden, a bridge for the Three Billy Goats Gruff • An aeroplane • A boat • Harland and Wolff crane • An igloo • Link construction play to relevant stories, rhymes and songs • Mr Gumpy's Motor Car <ul style="list-style-type: none"> – The Green Ship – The House that Jack Built – The Lighthouse Keeper's Books – The Owl and the Pussy Cat – Little Red Riding Hood – Cinderella – Three Bears – Three Little Pigs – Lucy and Tom and the Island of Dinosaurs 	<ul style="list-style-type: none"> • Create homemade books focusing on the process and sequences of construction • Opportunities for children to use these books to retell the process of story-time • Create shelters using sheets, umbrellas, etc. • Use woodwork bench & real tools • Create wood work house • Appropriate environmental print 	<ul style="list-style-type: none"> • Relevant books, songs, rhymes etc • Hard hats • Goggles • Aprons • Visibility vest • Safety signs • See resource list on pages 55–58 • Refer to pages 140–151 in the Learning Through Play resource file

SAND AND WATER AREA



SAND AND WATER AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SAND – WET SAND / MUD</p>	<ul style="list-style-type: none"> To use writing as a means of recording and communicating Experiment with adding liquids to sand Experiment with pouring, filling, building with different textures Explore sand with large-scale containers 	<ul style="list-style-type: none"> Use tool in sand to record scores/tally chart Make pictures or patterns with natural resources Mix dry sand and clay. Mix water and then washing-up liquid to clay. Mix beans, lentils and peas with sand and add water Explore the resources in each of the textured sands/mud Fill/empty big buckets and spades Extend indoor activities on a larger scale 	<ul style="list-style-type: none"> Child can develop letter formation or write own name Offer a set of challenges Use descriptive words to tell of their experiences – rough, sticky, soapy Use comparative language 	<ul style="list-style-type: none"> Builders tray with cover Sand Twigs Feathers Shallow tray Deep bucket Assorted sand Wet and dry cups Bottles Tubes Jugs Spoons Funnels Plastic sheets Lentils Beans Peas Design tools – combs, dowels, trowels Refer to pages 39–53 in the Learning Through Play resource file

SAND AND WATER AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
SAND – WET SAND / MUD CONT.	<ul style="list-style-type: none"> • Use stories as stimulus for imaginative play • Create environments to encourage a range of imaginative role play • Build and construct with a range of materials • Transport with a purpose 	<ul style="list-style-type: none"> • Create a dinosaur swamp • Children will access and return resources to storage areas • Fill a variety of coloured socks with sand • Hunt in sand, eg potatoes, pinecones, root vegetables, treasure • Transport items to another area • Building site – make, transport and use the “cement” in buckets 	<ul style="list-style-type: none"> • Children can add own props or suggest changes to provision • In construction area, make props/resources for swamp • Use a series of pulleys and suspended buckets to move sand from one place to another 	<ul style="list-style-type: none"> • Compost, logs, shells, stones, bark, leaves, conkers. • Storybook “Romp in the Swamp” • Flexible piping • Tubing • Sticks • Rakes • Sweeping • Brushes • Plastic figures • Toy vehicles • Plastic gloves for those children who do not like to be messy • Socks • Hard hats • Shovels

SAND AND WATER AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="text-align: center;">WATER</p>	<ul style="list-style-type: none"> • Explore the properties of moving water • Explore and select materials and equipment • Experiment moving water around 	<ul style="list-style-type: none"> • Use buckets of water and a variety of paintbrushes to paint fences/walls • Handle equipment with increasing control • Use buckets/plastic bags to transport water from one paddling pool to another • Fit harbour sets together to allow for large-scale work • Melt giant ice cubes (coloured) in water tray and mix the colours • Use squirters to hit targets • Explore water flowing down pieces of guttering or through plastic pipes 	<ul style="list-style-type: none"> • Discuss how the water evaporates • Use comparative language and the language of measure – full, empty, heavier etc. • Involve a larger number of children working together • Develop concepts of how colours are mixed • Increase distance and complexity of game 	<ul style="list-style-type: none"> • Covered builders trays • Paddling pools • Buckets • Tubes • Guttering • Squirters & targets • Hoses • Harbour sets • Outdoor – water barrel or hose pipe • Large paint brushes • Buckets • Decorators brushes (big and small) • Rollers • Watering can/mister • Sponges • Hand pump • Frozen coloured ice cubes

SAND AND WATER AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WATER CONT.</p>		<ul style="list-style-type: none"> • Wash dolls and clothes. Wash cups/beakers after snack time in a large bowl of soapy water. • Set up laundrette outside – add props – wash baskets, iron, ironing board, pegs, clothes airer 		

SAND AND WATER AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
	<ul style="list-style-type: none"> • Be confident to try out new activities • Take turns and share fairly • Handle tools with increasing control • Become aware of water in nature and the environment 	<ul style="list-style-type: none"> • Wash bikes and other toys with big sponges • Use a bicycle wheel as a water wheel substitute • Explore rainy days with umbrellas and wellingtons • Make a snowman • Create angels on ground • Melting frost with handprint on safety surface • On a rainy day stomp in a puddle. When rain stops look for rainbows and sweep the puddles 	<ul style="list-style-type: none"> • Try to increase / decrease speed of the water wheel • Watch/observe thermometer for temperature change • Try drawing around a puddle as the sun dries the ground. Where does the water go? 	<ul style="list-style-type: none"> • Wheeled toys • Buckets • Sponges • Bicycle wheel on a bracket • Plastic cups • Umbrellas • Wellington boots • Refer to pages 68–80 in the Learning Through Play resource file

Water play outdoors can be an extension of indoor activities on a larger scale.

QUIET AREA



QUIET AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
	<ul style="list-style-type: none"> To develop confidence, self-esteem and a sense of security To provide opportunities for personal “think time” Explore and experiment with sounds, words, and texts Listen with enjoyment and respond to stories, songs, rhymes and poems Use of mathematical language in practical activities 	<ul style="list-style-type: none"> A “Quiet Reading” time Mark making on boards, books, clipboards Bring a favourite item to the Quiet Area and enjoy 	<ul style="list-style-type: none"> Board games, threading activities Books on a particular topic Children will enjoy the calming effect of the quiet area after experiencing an upset 	<ul style="list-style-type: none"> Table, deck and patio chairs, picnic bench, blanket, piece of carpet, cushions, wooden seat, pergola Large pieces of cloth, travelling rugs over an A-frame, a play house, tent or shed Box with books, tape recorder, Dictaphones, tapes – songs, stories, rhymes, sound games Soft toys Writing and drawing materials Language and mathematical games Small-motor-skill games

LARGE MOVEMENT



LARGE-MOVEMENT AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
<p>SPACE TO BAT</p>	<ul style="list-style-type: none"> • Explore and enjoy resources • Be aware of safety rules/routines • Become able to strike an object with the hand • Develop skills needed to use short and long handled bats • Step and swing • Keep eyes on the ball • Shake hands with a bat • Develop swinging arm action 	<ul style="list-style-type: none"> • Use balloons and beach balls to develop skills of batting with the hand • Play swing ball or suspend a ball by string or in a stocking from a netball ring or monkey bar. Encourage child to strike as hard as they can <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> • Time and space to develop batting skills on own, or in pairs • Provide markings on the ground to show correct placement of feet • Move to using short and long handled bats and small balls <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> • Short handled bats • Long handled bats • Balloons • Beach balls • Swing ball

LARGE-MOVEMENT AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
SPACE TO RUN	<ul style="list-style-type: none"> • Enjoy the freedom of an open space • Begin to understand changing direction • Develop ability to run in pathways • Develop ability to focus the eyes forward, bending of the elbows, using forward and backward arm movements 	<ul style="list-style-type: none"> • Weave in and out of cones • Create pathways using ropes and chalk • Use a large egg timer to time races • Use windy day box resources to enjoy running with streamers on a windy day • Running on the spot 	<ul style="list-style-type: none"> • Develop obstacle courses using a range of equipment • Number obstacle courses with dice formats and numerals • Practise the arm action by walking or running on the spot and pumping the arms. Pretend to be a train • Emphasise high knee lift using marching songs or pretending to run upstairs 	<ul style="list-style-type: none"> • Cones • Ropes • Chalk • Whistle • Egg timer • Windy day box containing – streamers, windsock, kite, plastic bags, string, lengths of ribbon

LARGE-MOVEMENT AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
SPACE TO JUMP / HOP	<ul style="list-style-type: none"> • Share and co-operate using resources • Develop jumping <p>JUMP FOR HEIGHT</p> <ul style="list-style-type: none"> • Swing arms and spring upwards • Land quietly • Swing arms and reach skyward <p>JUMP FOR DISTANCE</p> <ul style="list-style-type: none"> • Swing arms and spring forward • Coil body and jump up • Jump with head up and eyes forward • Reach skyward while jumping forward • Land like fairies • Land like mice (quietly) • Develop hopping skills • Develop safe landing skills 	<ul style="list-style-type: none"> • Draw jumping lines – see how far they can jump, hop, step. Which line do they reach? • Place large 2D shapes on the ground, children jump to the shape when they hear it's name • Suspend a balloon in the air, child jumps to tap it • Enjoy playing on stepping stones • Hold child's hands and ask "How many hops can you do in a row?" 	<ul style="list-style-type: none"> • Use memory mats, eg letters and numbers – can you jump from c to f? • Use imagery – "Pretend you are a rocket taking off" • Practise hopping on both right and left legs • Hop in various patterns RR, LL or RL, RL • Play hopscotch • Use of "Fundamental Movement Skills" Programme to assist with Progression 	<ul style="list-style-type: none"> • Stepping stones made from tree trunk section, large 2D shapes for the floor, laminated coloured card • PE mats or safety surface to practise safe landing • Rhymes & songs to encourage jumping, eg "One Little Speckled Frog".

Use "Fundamental Movement Skills" Programme to assist with Progression

SMALL EQUIPMENT



SMALL-EQUIPMENT AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
GAMES	<ul style="list-style-type: none"> Select and use activities and resources independently Use everyday words to describe position Move with control and co-ordination Use a range of small and large equipment Show awareness of space, themselves and others Develop the language of movement and position with their actions Develop motor skills to handle a wide range of small apparatus 	<ul style="list-style-type: none"> Aiming and throwing games. Throw to person. Throw into, through, at chalk target/bucket/bowl Play "10 green bottles" Add/remove hoops for going through/bouncing a ball in, jumping in, using as a target (could also use a hole cut in a cardboard box) Playground games: <ul style="list-style-type: none"> Hopscotch Counting snake Caterpillar Snail trail Hoopla Hook the duck Bowling / golf game Skipping games Stilts 	<ul style="list-style-type: none"> Develop the techniques of aiming, predicting and estimating with increasing accuracy Create own challenges Demonstrate better spatial awareness and a sense of balance 	<ul style="list-style-type: none"> Hoops. Balls large and small and of different shapes, colours, textures and sizes Bean bags Skittles (bottles) Rope Baskets, tubs Starting place-rope, chalk line, bats, quoits Basketball Hoops PE spots Stilts Ribbons and streamers Top Start equipment bags and activity cards

SMALL EQUIPMENT AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
THROWING, CATCHING, AIMING	<ul style="list-style-type: none"> • Co-operate and turn take • Devise own rules • Say and use number names in order in familiar contexts • Use own methods to solve a problem • Show interest, involvement and perseverance • Develop the skills for throwing and catching balls 	<ul style="list-style-type: none"> • Large playground games, eg “Bad Tempered Ladybird” or “Connect 4” • Children run to a shape, colour or number item named by an adult • Draw a zigzag line on the ground, aim a ball into space • Roll a bag along the zigzag line • Move feet to place body in line with ball • Children keep their eyes focused on the ball • Children reach out hands to receive the ball 	<ul style="list-style-type: none"> • Develop own means of score keeping: • Beat the score of friend • Beat the time • Extend rules of games to include shape and colour (include more than one criteria) • Time and space to develop their own games with friends • Adjust hands to path and size of ball • Keep fingers soft, slightly cupped • Catch ball in hands with elbows bent to absorb impact 	<ul style="list-style-type: none"> • Large-scale games/giant dice • Sand timer • Magnetic board • Score board and chalk • Laminated scoreboard on rings to flick over • Giant abacus arm spinner • Large number tracks • A large variety of large, and middle-sized balls 

CLIMBING



CLIMBING AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
CLIMBING	<ul style="list-style-type: none"> • Develop skills and abilities – balance, co-ordination, climbing, swinging, strength, self confidence, negotiation • Be able to climb up and climb down • Develop upper-body strength 	<ul style="list-style-type: none"> • Access to a range of climbing resources in a safe secure environment have. Use these in imaginative play, to develop specific climbing skills as part of a games session – enjoy taking a “safe risk” • Practise holding tightly to develop strong hand grip • Have a “bear walk” – walk along ground using alternate foot and hand pattern • Place a ladder on the ground for the child to climb along, alternatively draw a ladder pattern on the ground 	<ul style="list-style-type: none"> • Integrate climbing as part of an obstacle course • Role play a firefighter rescue. Child climbs ladder and rings bell • Provide taller ladders or ladders with removable or adjustable rungs 	<ul style="list-style-type: none"> • Planks • Slides • Ladders • A-frames • Crates • Barrels • Tunnels • Large fixed equipment, if available • Bars • Rope ladders • Tree trunk sections • Portable modular systems

WHEELED VEHICLES



WHEELED-VEHICLES AREA

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
EXPERIMENTAL PLAY – DEVELOPING CO-ORDINATION / SAFETY AWARENESS	<ul style="list-style-type: none"> Develop skills of pushing, pedalling, steering, controlling Develop co-ordination Be able to steer safely around a course 	<ul style="list-style-type: none"> Discuss and plan a course together, mark out with chalk or cones 	<ul style="list-style-type: none"> Draw course 	<ul style="list-style-type: none"> Selections of wheeled vehicles Items to mark out course
	<ul style="list-style-type: none"> Starting Stopping Judging distance Judging speed Manoeuvring Talk about the importance of safety on vehicles and relate this to road safety 	<ul style="list-style-type: none"> Introduce road safety signs – stop, slow – pedestrian, crossing, zebra crossings Wear helmets and visibility tabards Have a driving test centre – children go for driving lessons and pass a test <div data-bbox="862 1082 1240 1350" data-label="Image"> </div>	<ul style="list-style-type: none"> Add more road signs – traffic lights, speed limits, no-entry signs, one way arrows. Speed cameras Police speed checks Visit by DOE Road Safety Officer 	<ul style="list-style-type: none"> Road signs Highway code books Road safety posters “L” plates and “R” plates <div data-bbox="1697 900 1816 1018" data-label="Image"> </div> <div data-bbox="1854 900 1973 1018" data-label="Image"> </div>

WHEELED-VEHICLES AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
FOLLOWING DIRECTIONS	<ul style="list-style-type: none"> • Follow directions and instructions • Extend positional language • Begin to collaborate • Begin to communicate • Begin to negotiate • Develop drawing and recording skills 	<ul style="list-style-type: none"> • Carry out the route directions • Talk about the journey and include positional language <ul style="list-style-type: none"> – who is in front, behind, next, first, last etc. • children make their own course using chalk or paint rollers, follow tracks, paths or routes <div style="text-align: center; margin-top: 20px;">  </div>	<ul style="list-style-type: none"> • Follow routes on simple map • Draw map for friend to follow • Take photographs of features of the play area that are on the route • Add one way arrows, roundabout etc 	<ul style="list-style-type: none"> • Simple maps • Clip boards • Digital camera

WHEELED VEHICLES AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
MATHEMATICAL EXPERIENCES	<ul style="list-style-type: none"> Develop skills related to judging speed and distance, matching, counting, ordering Extend comparative language – fast, faster, fastest, slow, slower, speeding Develop number recognition Develop language such as under, over, through 	<ul style="list-style-type: none"> Attach windmills to explore speed Attach number plates Count/estimate how many children fit in the bus or chariot Make an obstacle course around outside play area 	<ul style="list-style-type: none"> Add speed signs Transport large or heavy objects using wheeled toys, wheelbarrows, trolleys or pulley systems Match number plates to parking bays Introduce parking tickets, fines and points on driving licence 	<ul style="list-style-type: none"> Small plastic windmills Writing materials Homemade parking tickets



WHEELED VEHICLES AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
TECHNOLOGY EXPERIENCES	<ul style="list-style-type: none"> • Recognise need for safe maintenance • Care for vehicles and equipment • Develop investigating, exploring, observing and predicting skills • Explore and investigate how things work 	<ul style="list-style-type: none"> • Set up vehicle care centre or MOT centre • Take an old trike apart 	<ul style="list-style-type: none"> • Vehicle service and repair sheets 	<ul style="list-style-type: none"> • Non-fiction books about bikes, trikes etc • Car log books • Overalls • Tools • Oil cans • Rags • Polish • Vehicle washing area • Air pumps • Inspection ramps • Jacks • Car wash

WHEELED VEHICLES AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
IMAGINING, THINKING AND COMMUNICATION	<ul style="list-style-type: none"> • Develop imagining, listening, communication, observing, problem solving and predicting skills • Develop social interactions – <ul style="list-style-type: none"> – Co-operating – Taking turns – Sharing – Joining-in • Relate to the occupations of people in the community 	<ul style="list-style-type: none"> • Create role play contexts for wheeled vehicles, eg <ul style="list-style-type: none"> – Car wash – Garage – McDonald’s drive through – Car boot sale – Postal service – Building site – Supermarket – Driving test centre 	<ul style="list-style-type: none"> • Opportunities for children to extend their own role play ideas 	<ul style="list-style-type: none"> • See resource list on page 36

WHEELED VEHICLES AREA CONT.

POSSIBLE EXPERIENCES	INTENDED LEARNING OUTCOMES	ACTIVITIES	PROGRESSION	PROVISION
DEVELOP IMAGINATION AND AWARENESS OF LOCAL ENVIRONMENT	<ul style="list-style-type: none"> • Develop skills of imagining, listening, predicting, communication, observation and recalling negotiation skills • Introduce a storyline or narrative into their play with wheeled vehicles • Extend and develop vocabulary of features of local environment • Recall own experiences 	<ul style="list-style-type: none"> • Talk about journeys, read stories relating to journeys, eg "Mr Gumpy's Motor Car" • Act out journeys adding features and props relating to the story • Recreate local high street by painting or having large photographs of town features – shops, churches, offices, car parks etc • Link indoors/outdoors by creating supermarket inside and wheeling trolley out to car park 	<ul style="list-style-type: none"> • Map the journey either on paper or in the sand tray using props • Match photographs of outdoor play area with feature • Visit local town / village • Exchange coins to pay for shopping trolley 	<ul style="list-style-type: none"> • See list of stories to support outdoor play • Boxes • Card • Paint • Shopping trolley • Supermarket items



ROLE OF THE ADULT

in the early years

SECTION 6

Audit

Playground Design

Safety & Risk Assessment

Planning for Learning

Adult Interaction

Developing an Outdoor Play Policy



ROLE OF THE ADULT

Before, during and after play

“The success of outdoor play rests with the staff. It is only when the whole staff support and enjoy outdoor play that it will work . . . When outdoor play is viewed as a peripheral activity it will only have a peripheral effect on children’s learning. If adults provide quality outdoor play, children will become confident, independent and learn a great deal. It is the adult’s role to ensure that all children can learn, enjoy and reach their potential. Practitioners need to enjoy being outside and be committed to developing the outdoor area”.

Outdoor Play in the Early Years – Helen Bilton



AUDIT OF THE OUTDOOR AREA

To develop children's learning, you should have examples of the following:

A – Good, B – Adequate/Improve, C – No Provision

	A	B	C
– Small and large equipment accessible to the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Well-arranged storage system accessible to the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Access to water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Places to hide and be quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Places to dig and plant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Places where animals, insects and birds will be found	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support for children learning through their senses

– A range of textures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– A range of smells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– A range of sounds and music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– A range of sizes, shapes and colours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Gradients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A – Good, B – Adequate/Improve, C – No Provision

	A	B	C
Equipment for practising skills			
– Jumping on and over and going through	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Balancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Kicking, throwing and aiming for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Getting into and under	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Pushing, pulling and riding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Sliding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Swinging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Climbing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Equipment for sand and water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Equipment to trigger imaginative play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Equipment for investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Equipment to build, haul and construct with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Provision for drawing and painting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Provision for speaking and listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Provision for reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Provision for writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Provision for maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Checklist based on that found in Exercising Muscles and Minds – Marjorie Ourvy.**

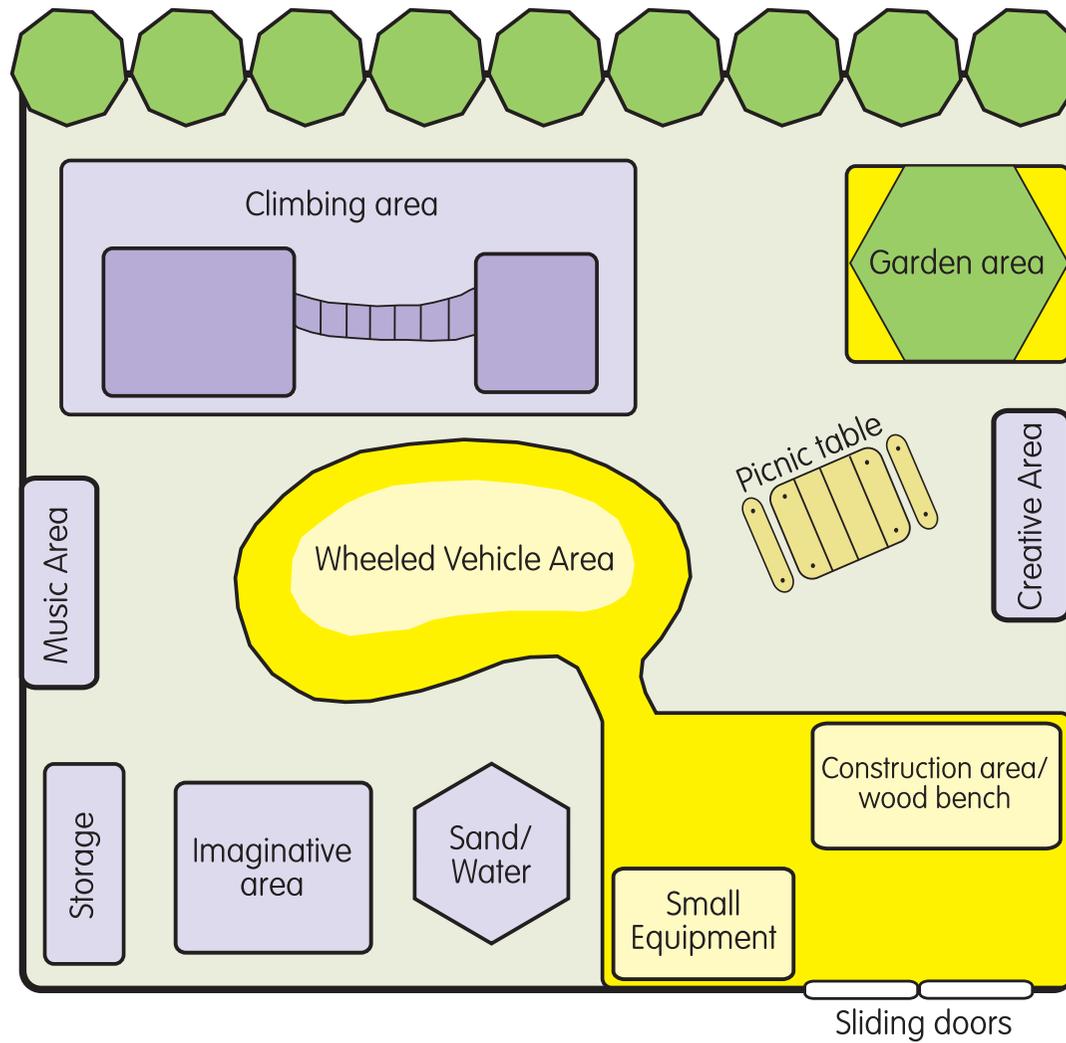
PLAYGROUND DESIGN

Assessing the Outdoor Environment

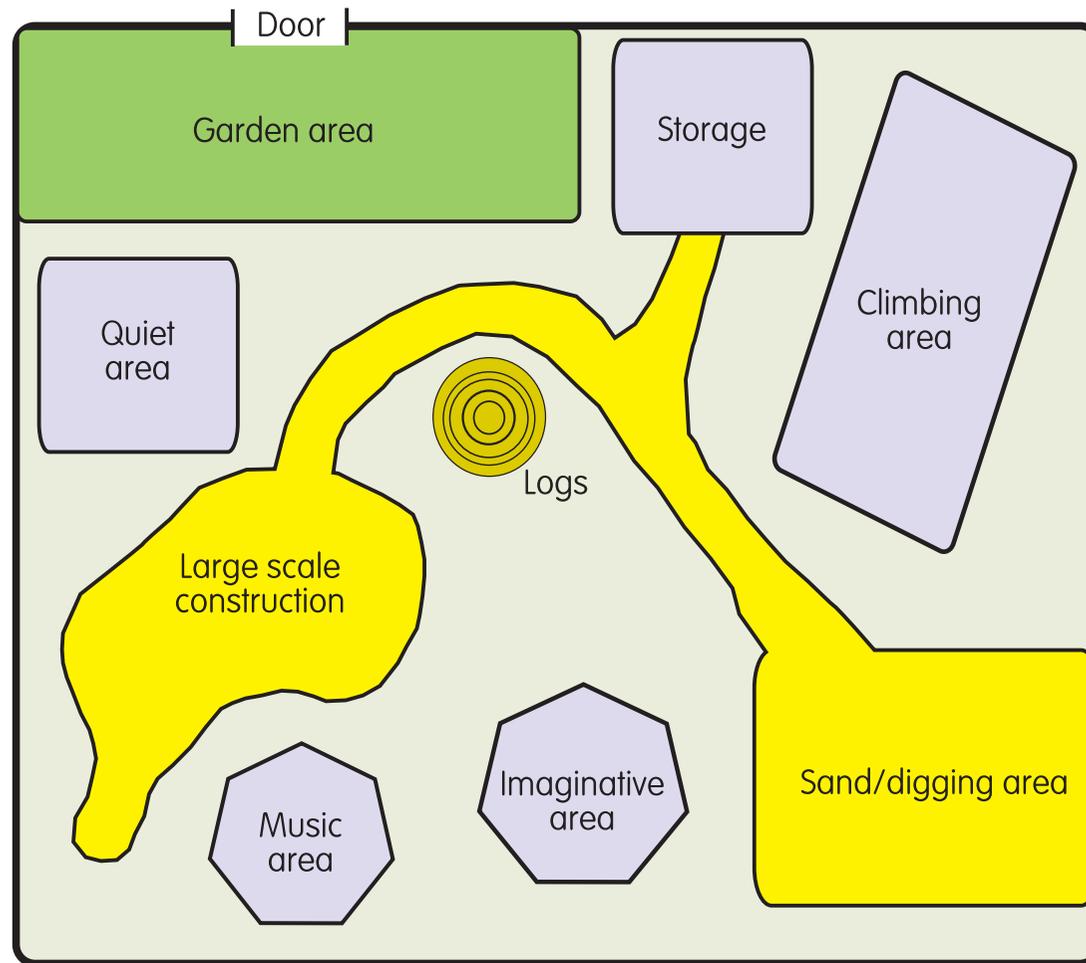
Good design of a play environment involves the provision of a broad balanced curriculum, values, children's needs and site conditions. As you view your site, think about the type of space you are working with and its:

- available resources;
- type and amount of natural materials;
- size – is it a very small or very large space;
- topographical elements such as a steep slope or a big tree stump in the middle of the space;
- uses – is it a shared space;
- safety requirements.

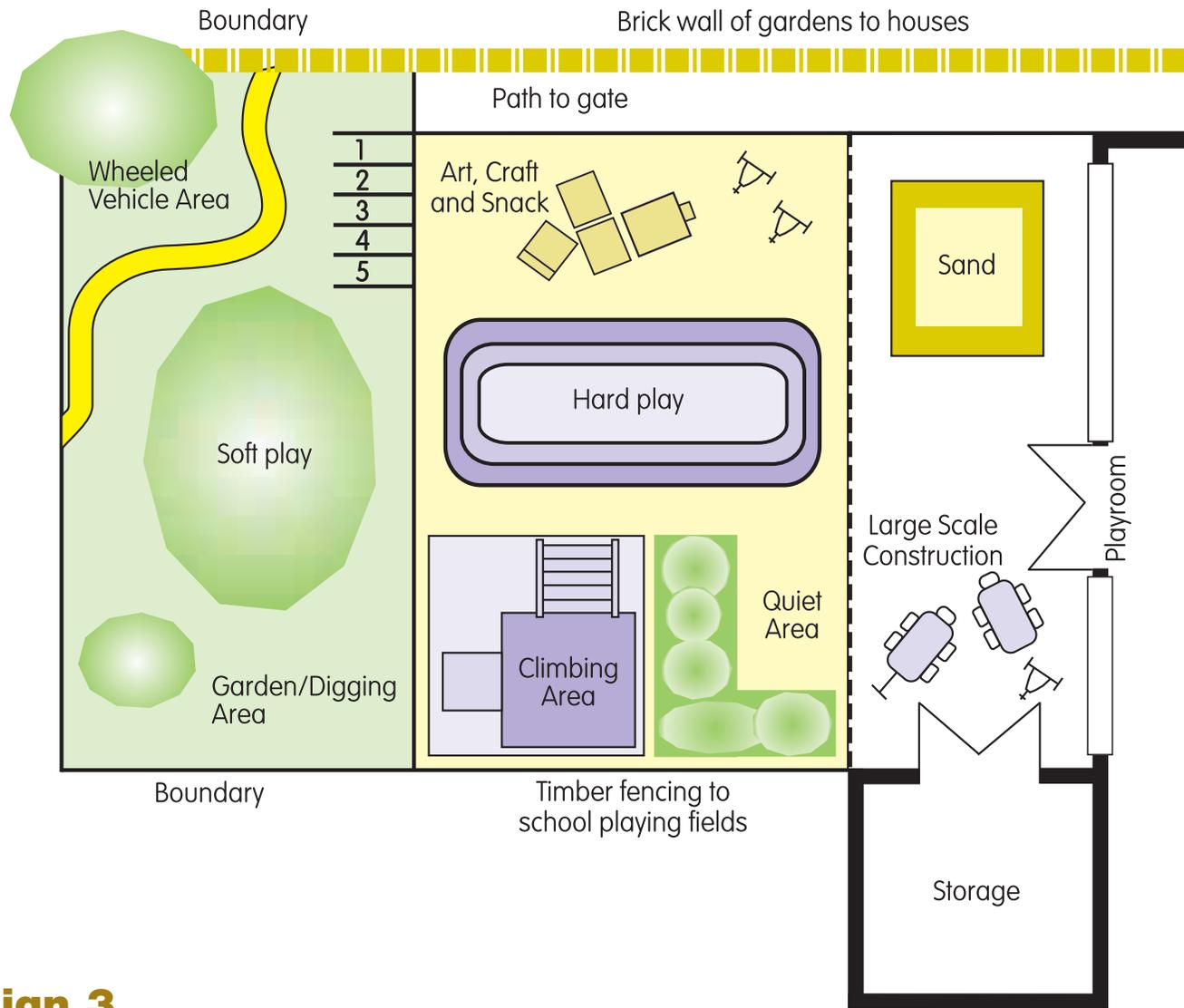




Sample Design 1



Sample Design 2



Sample Design 3

SAFETY & RISK ASSESSMENT

“If you make an environment hazard free it becomes challenge free, and then children have less experience in making decisions on their own, less opportunity to assess their own personal frontiers and less opportunity to gain confidence and self esteem through coping independently”

Physical risk taking; dangerous or endangered? –

Stephenson A. 2003 Early Years 23; 1 35-43

Physically the area has to be safe but still allow risk and challenge. “Safeness is about enabling things to happen, not shutting down opportunities.”

Playing Outside – Helen Bilton

To make a safe environment consider the following.

- Be aware of dangers in the setting and get rid of these hazards, eg outside poles in the play area, poisonous plants, splinters in sheds and fences, loose or uneven paving slabs, unsecured gates etc.
- Make a risk assessment of the outdoor area and check this regularly.
- Make sure that there is a challenge.
- Decide what clothing and footwear you feel is suitable for outside.
- Discuss regularly with children safeness, risk and challenge.
- Write a safeness policy that can be passed on to the parents and carers.
- Make sure the area is safe for all children to have a go at any activity.
- Outside staff need to be ever watchful, even if they are engrossed in an activity with a particular group of children.
- Have a flexible adult rota so that one member of staff can swap and go outside when another member continues work with their group inside.

NEGOTIATED SAFETY RULES FOR OUTDOORS

Suggestions

- We take care with sand – sand hurts if it gets in our eyes.
- We take turns.
- We share.
- We put things back on the trolley where we found them when it is time to tidy up.
- We are kind to our friends.



PLANNING FOR LEARNING

“The successive steps by which children are led on to make new efforts and new achievements have to be planned by adults”

The Nursery School – Margaret McMillan

There are many ways to plan for outdoor learning and finding the way that suits the group and setting is one of the first tasks.

Planning – overview

- Ensure there is an appropriate learning environment.
- Ensure that outdoor learning potential/opportunities are maximised.
- The whole curriculum should be covered and discovered
- Experiences and resources should be open ended enough to include most of the curriculum’s areas of learning.
- The outdoor layout and routine of the day needs to be predictable.

- Create long, medium and short term plans.
- Plans should be flexible enough to respond to surprise, enthusiasm and discovery.

Observation, Assessment and Recording

- Observation, assessment and recording of the childrens’ experiences and achievements will inform the planning.
- Staff need time to be allocated to share observations with each other and parents.

Planning can only act as a guide – the ongoing assessment and the evaluation at the end of each day gives the complete picture.

Medium Term Planning

In medium-term planning, staff should identify intended learning for each of the curriculum areas. Medium-term plans inform the day-to-day detail of the weekly (short-term) plans.

Suggested Short-term Planning

Short-term plans include:

- areas of play (should be integrated, eg encourage writing in the construction area);
- learning potential;
- experiences / activities;
- role of the adult / key language;
- resources;
- spontaneous responses to planned activities;
- action for specific children;
- evaluation linked to the spontaneous opportunities.

The weekly plan should focus on the play provision for the indoor and outdoor classroom. The following are sample planners.

WEEKLY PLANNING (SHORT-TERM PLANS)

Exemplar 1

Date: _____

Area	Learning Potential	Activities	Resources	Role of Adult	Spontaneous response to planned activities
Imaginative					
Creative					
Large-Movement					
Small-Equipment					
Horticulture					
Wheeled Vehicles					Evaluation
Climbing					
Quiet					
Large-Scale Construction					
Sand and Water					

WEEKLY PLANNING (SHORT-TERM PLANS)

Exemplar 2

Relevant Previous Experiences

INDOOR

OUTDOOR

PLAY AREA	MAIN TEACHING AND LEARNING	RESOURCES	PLAY AREA	MAIN TEACHING AND LEARNING	RESOURCES
Sand			Sand and Water		
Water			Horticulture		
Creative			Imaginative		
Table Top			Large Scale Construction		
Floor			Quiet		
Role Play			Wheeled Vehicles		
Snack			Climbing		
Stories/Rhymes/Music			Large-Movement		
ICT			Creative		
			Small-Equipment		
EVALUATION		ACTION FOR SPECIFIC CHILDREN		CHILDREN'S SPONTANEOUS RESPONSE TO PLANNED ACTIVITIES	

WEEKLY PLANNING (SHORT-TERM PLANS)

Exemplar 3

Main Teaching & Learning

Imaginative	Creative	Large-Movement	Small-Equipment	Horticulture
Wheeled Vehicles	Climbing	Quiet	Large-Scale Construction	Sand and Water
Role of Adult	Spontaneous response to planned activities	Action for specific children	Evaluation	

Observation

- Observation – what do we notice and what action do we take, if any? Do our observations suggest we should take action?
- Are adults giving more of their time and attention to some individual children or groups?
- How do adults decide what equipment and materials are needed?
- Does outdoor provision reflect and respond to children's experiences outside school?
- Are there children who invariably play either alone or in very small groups?
- What do the children say about the outdoor area and how does this affect what we plan?
- Are the children making decisions?
- What preferences do the children have? Are there areas to develop?

Assessment

- Assess and record children's experiences and achievements.
- Using assessments to inform future planning.
- Assessment should take place informally within the security and context of the children's play.
- Use clipboards, dictaphones, cameras or a video camera.

Observation & Assessments are implemented using the normal procedure in the setting.

The adults in the team need to be constantly observing the children to inform the next stage of planning.

ADULT INTERACTION

“Through keen observation, sensitive interaction, timely guidance and careful evaluation, every adult can make a positive response to children’s movement, not just by setting up an environment and letting things happen, but by seeking opportunities to extend the experience of children.”

The Contribution of Physical Activity in the Early Years – Pauline Boorman

- **A positive attitude**
 - help staff to identify the potential and learning possibilities of the activities
 - the role of the staff is to model, provide, observe, interact, intervene and evaluate
- **Setting Up**
 - provide starting points for the children
 - have the storage arranged so that the children can access the equipment and set up some of the activities themselves
- **Playing with the children**
 - enhances learning
 - increases the quality of the play
 - raises the status of the play and activity
 - raises the self-esteem of those involved
 - allows staff to support unsure children
 - reduces stereotypical play

- **Providing opportunities, challenge, stimulation and progression**
 - provide the right environment, the right resources and the right ethos, which says “Have a Go”
 - by asking challenging questions or posing challenging situations, adults will enable children to really think
 - stimulation increases motivation, motivation increases perseverance and perseverance increases the likelihood of understanding; activities need to be fun and involve real life
 - you need to know where you are going with the children and what it is you are expecting by the time they leave your setting
- **Observation**
 - make observations of children and make judgements about the resources and the environment that has been provided
- **Adult Rota**
 - be flexible according to the number of staff available
- **Tidying Up**
 - children can tidy up, as long as they are shown how to and they are given the guidelines

Children need to know that when they need an adult that they can access one. Adults should also have opportunities to work with specific children, ie one-on-one, select groups, and those with special needs.

DEVELOPING AN OUTDOOR PLAY POLICY

- Involve all staff in discussion about what is in the policy so that they feel part of the final agreement.
- Evaluate the policy regularly so that it is kept relevant and completely up to date.
- Involve parents and ancillary staff (cleaners, kitchen staff), as everyone needs to be aware of the benefits of outdoor play. Children are very sensitive to all adults' views and chance remarks.
- rules for outside;
- the role of adults when outside; and
- equality of opportunity outside, promoting inclusion and including statements about:
 - children of all abilities being able to play and explore in the outdoor area;
 - gender issues;
 - how children will be monitored when using the outdoor area;
 - equal presentation, eg tidying after the morning session to make sure that the afternoon session is equally well presented as a fresh area to explore; and
 - respect for cultural issues, eg some children may need to remain fully clothed even when the paddling pool is available.

A policy for outdoor play may be organised under these headings:

- **PURPOSES**
- **PRINCIPLES**
- **PRACTICES**

and needs to address the following issues:

- overall aims of outdoor play in our setting;
- planning and organisation of the outdoor environment (including addressing the areas of learning);

OUTDOOR PLAY BOXES/BAGS

SECTION 7

in the early years



OUTDOOR PLAY BOXES / BAGS

Play boxes/play bags/prop boxes contain exciting resources that support a particular theme/topic/story/event. They can be used alone or with equipment that you already have outdoors. Play boxes/bags need to be labelled and organised in a way that is accessible to the children.

The Rainy Day Box

- Raincoats
- Wellies
- Umbrellas
- Plastic bottle 'rain gauges', jugs
- Watering cans
- Waterwheels
- Photographs of rain
- Chalks to draw around puddles
- Guttering
- Objects to float
- Paint brushes
- Tin trays

The Windy Day Box

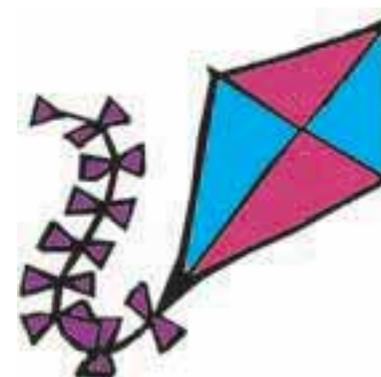
- Streamers
- Kites
- Windmills
- Plastic bags
- Yachts
- Windchimes

Sunny Day Box

- Sun hats
- Caps
- Sun cream (pretend)
- Sunglasses
- Sun Umbrella
- Chalk to draw around shadows

Frosty/Snowy Day Box

- Hats
- Scarves
- Gloves
- Thermometer
- Spades
- Tin Trays



The Beach Play Box

- Beach towel
- Beach mat
- Beach ball
- Beach bag
- Buckets and spades
- Paddling pools
- Sun cream bottle (empty)
- Sun glasses
- Sun hats
- Shells and pebbles
- Flip flop or 'jelly' shoes
- Fishing nets
- Sea creatures
- Boats
- Pretend ice-creams
- Punch and Judy puppets

The Painter and Decorator's Play Box

- Assorted sizes of brushes and rollers
- Roller trays
- Rolls of wallpaper and border rolls
- Paint
- Buckets
- Tape measure
- Mobile phone
- White overalls or old shirts
- Sponges
- Clipboards
- Paint colour cards



Washday Play Box (use a wash basket)

- Bowl
- Washing powder/liquid
- Fabric conditioner
- Clothes of various sizes
- Washing line
- Wash basket
- Pegs
- Iron
- Ironing board
- Clothes horse
- Old fashioned wash board

Frosty/Snowy Day Box

- Hats
- Scarves
- Gloves
- Thermometer
- Spades
- Tin Trays

Noah's Ark

- Large box in the shape of a boat
- Animals in pairs
- Animal masks
- Wood off cuts
- Hammers, nails
- Measuring tapes
- Calculators
- Hard hats
- Goggles
- Rain coats
- Clipboard/pencils



Prop Boxes for Imaginary Play

- The café restaurant
- The garage/service station
- Garden centre
- Camp site
- The airport
- Building site
- The desert island



Activity Prop Boxes

- Snails
- Colour treasure hunts
- Measuring
- Mini-beasts
- Rubbings
- Collage

STORY PROP BOXES

The Three Little Pigs

- Story book
- Masks of pigs/wolf
- Three cardboard boxes
- Box for chimney
- Straw
- Twigs
- Bricks – real/plastic/wooden
- Large pot
- Signs

We're Going on a Bear Hunt

- Copy of story
- Large box
- Smaller flattened out boxes
- Blanket
- Blue material
- Teddy
- Long grasses or ribbons

Cinderella

- Story book
- Ugly masks
- Shoes
- Dresses and jewellery
- Wigs
- Mirror
- Clock
- Pretend mice
- Pumpkin
- Scrubbing brushes
- Party invitations
- Tape of dancing music

Goldilocks and the Three Bears

- Story book
- Masks
- Blonde wig
- Three bears
- Three bowls/cups/spoons etc.
- Porridge oats
- Three carpet squares
- Three blankets
- Map of woods

OUTDOOR PLAY BAG

The idea is based on materials produced by 'Mind Stretchers' (Early Years, Clare Warden).

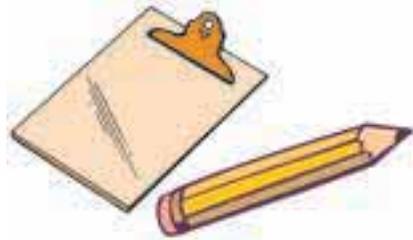
The notion of having a bag of materials arranged to suit topics or subject area fits in with developing an outdoor classroom. The bags are bought inexpensively and filled by staff who are aware of potential learning outcomes from the resources.

The following are samples of Early Maths bag which fit in with the language of size, quantity and measure – big/small, huge/tiny, full/empty, long/short.



SIZE/QUANTITY

Mini clipboard and writing implements, suitable story book and appropriate maths story



Carpet squares



Glass leaves



Pebbles



Small, medium and large boxes



Glass fish

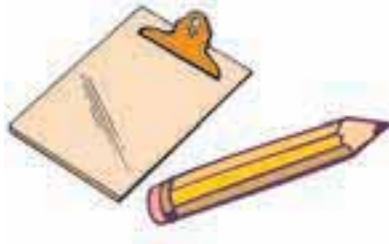


Glass shells



MEASURES

Mini clipboard and writing implements, suitable story book and appropriate maths story



Carpet squares



Tape measures



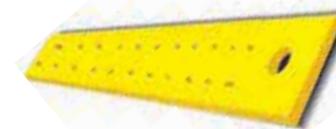
Sticks



Wool, thread, string, cord and scissors



Rulers

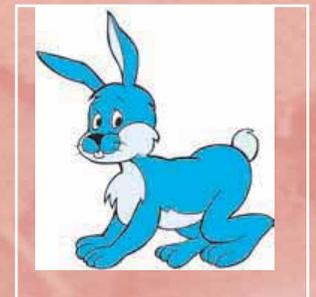


SUGGESTED BOOKS, RHYMES & SONGS

SECTION 8

in the early years

Suggested Books, Rhymes & Songs
Adults' Reading List
Websites

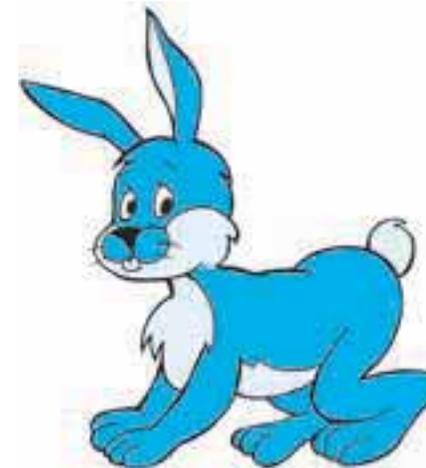


SUGGESTED CHILDREN'S BOOKS, RHYMES AND SONGS FOR USE OUTSIDE

Books and Rhymes

Rock-a-bye Baby on the Tree Top
The Wind Blew – Pat Hutchins
Mrs Mopple's Washing Line – A Hewett
Percy the Park Keeper – Nick Butterworth
We're going on a Bear Hunt – Michael Rosen and Helen Oxenbury
The Rainbow Fish – Marcus Pfister
Mrs Wishy-Washy – Joy Cowley Elizabeth Fuller
Postman Pat's Breezy Day – John Cunliffe
Postman Pat's Rainy Day – John Cunliffe
Postman Pat's Snowy Day – John Cunliffe
Tom and the Island of Dinosaurs– Ian Beck
The Wind – Richard Harris
Washing Up Day – John Agard
Machines – June Mitchell
The Sun and the Wind – Aesop's fables
Where's Julius?- John Burningham

The Green Ship – Quentin Blake
Someone Bigger – Jonathan Emmett
Harry and the Dinosaurs Romp in the Swamp – Ian Whybow
Blue Rabbit and the Runaway Wheel – Chris Wormwell
Going Shopping – Saran Garland
The House that Jack Built – Liz Underhill
Miss Brick the Builder's Baby – Allan Ahlberg



Out and About – Shirley Hughes
 Lucy and Tom at the Seaside – Shirley Hughes
 My Granny was a Pirate – Margaret Mahy
 One Eyed Jack – Penny Dale
 The Owl and the Pussy Cat
 Rosie’s Walk – Pat Hutchins
 Where the Forest Meets the Sea – Jeannie Baker
 Bob the Builder
 Mr Gumpy’s Motor Car – John Burningham
 The Green Ship – Quentin Blake
 The Lighthouse Keeper’s Books – David Armitage
 The Three Billy Goats Gruff
 Little Red Riding Hood
 The Three Bears
 A Day at the Seaside – Penny Thomson
 The Lighthouse Keeper’s Lunch – Rhonda and David Armitage
 The Big Big Sea – Martin Waddell
 The Deep Blue Sea – Jakki Wood
 The Bad Tempered Ladybird – Eric Carle
 The Very Hungry Caterpillar – Eric Carle
 The Very Lively Firefly – Eric Carle

Traditional street games and songs, eg “Fair Rosa,” “The Big Ship Sails,” “Dusty Bluebells”
 Action rhymes, eg “Ten in a Bed” or “Frogs Jumping into a Pond”



Music

Tom Thumb's musical maths	Helen MacGregor	ISBN 0713672951
Bingo Lingo	Helen MacGregor	ISBN 0713673249
Bobby Shaftoe Clap Your Hands	Sue Nicholls	ISBN 0713635568
Count Me In (Music Edition)	Music Edition	ISBN 0713626224
Game-songs with Prof Dogg's Troupe (Book and CD)	Harriet Powell	ISBN 0713662077
The Handy Band	Sue Nicholls	ISBN 0713668970
High Low Dolly Pepper (Book and CD performances)	Veronica Clark	ISBN 0713663456
Let's Go Zudie-o: (Book and Enhanced CD)	Bobbie Gargrave, Helen MacGregor	ISBN 0713654899
Michael Finnigin, Tap Your Chinigin	Sue Nicholls	ISBN 0713647167
When I was Young	Len Graham and Padriagin Ni Uallachain	ISBN 509 899029 0001

ADULTS' READING LIST

Books

Building for Young Children	Mark Dudek, National Early Years Network	ISBN 0-9538261-0-4
Singing Games & Rhymes for Early Years	National Youth Choir of Scotland	ISBN 0-7619-4419-2
The Foundation Stage Teacher in Action	Margaret Edgington	ISBN 1-85346-952-1
Outdoor Play in the Early Years	Helen Bilton	ISBN 1-84312-067-4
Playing Outside	Helen Bilton	ISBN 1-90367007-1
50 Exciting Things To Do Outside	Ros Bayley and Lynn Broadbent	ISBN 1-902233-743
The Little Book of Outdoor Play	Sally Featherstone	ISBN 1-870985-516
Exercising Muscles and Minds	Marjorie Ouvry	ISBN 1-90243894-9
Practical Pre-school Outdoor Play	Sue Durant	ISBN 0-90-1637106
A Place to Learn	Lewisham Early Years Advice and Resource Network	ISBN 1-57379-0826
Let's Go Outside	Tracy Theemes High/Scope UK	ISBN 0-95-448834-2
Mindstretchers	Clare Warden	ISBN 0-340-65519-4
Learning Through Landscapes 2002		ISBN 0-340-80152-2
Helping Young Children to Play	Tina Bruce	
A Process for Self-Evaluation		
Curricular Guidance Pre-School Education CCEA		
Fundamental Movement Skills – The Tools for Learning, Teaching Assessment		ISBN 0-7307-4068-4

Periodicals

Nursery World	April 2001
Practical Pre-school Update	April 2001
Early Years Educator	Vol. 6, No. 1, May 2004
	Vol. 6, No. 8, December 2004
	Vol. 6, No. 12, April 2005

Nursery Education	May 2004/Scholastic
Child Education (Great Outdoors)	June 2004
Early Education	Spring 2003
Improvement Through Self-Evaluation	Education, Training and Inspectorate
Together Towards Improvements	Education, Training and Inspectorate
Designing for 3 to 4 year olds	Architects and Building Branch Dfee 1999

Websites

www.ltl.org.uk Learning Through Landscapes

www.mindstretchers.co.uk

www.ptotoday.com (click on playgrounds)

www.edfacilities.org/rl/outdoor.cfm

www.rhs.org.uk/education/children.asp

www.early-education.org.uk

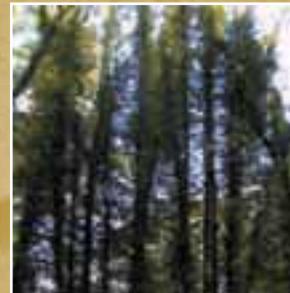
www.ncb.org.uk

www.eyes.advisors@lewisham.gov.uk

FOREST SCHOOL

in the early years

SECTION 9



FOREST SCHOOL

Forest Schools were initiated in Demark to provide a way of incorporating regular outdoor learning experiences for young children.

Some guiding principles of a Forest School focus on:

- enjoying the outdoors;
- capitalising on the outdoors as an area for learning;
- utilising the outdoor environment as a rich source of natural materials and resources for learning;
- building on how young children learn, are active, and use all off their senses to enhance their natural curiosity and motivation;
- promoting and developing young children’s self esteem, independence, confidence, positive dispositions to learning, sound skills and team work; and
- developing partnership with parents.

Text contributed by Jenny Boyd Enniskillen Nursery School

Photograph Captions

- **Castle Archdale Forest School**
- **Woodland School Partnership Roe Valley Country Park**

with the help and support of **Environment and Heritage Services.**

www.ehsni.gov.uk



