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| **Class One****Long Term Planning For The Outdoor Area** |
| **RESOURCES** | **ORGANISATION** |
| * Scooters (In shed)
* Bikes (In Shed)
* Balancing Steps.
* Plastic bricks
* Milk crates
* Bread crates
* Tyres
* Various sized bottles
* Boxes containing; musical instruments,

bubbles, sand and water toys, garage andcars, picnic/café, train track and trains, foamalphabet, duplo, mega blocks, dolls andclothing* Parachute
* Water sprayers
* Mark making station – clipboards, various
* pencils, chalk, crayons, pens
* Sand and container
* Paint brushes, paint tray and palettes
* Role Play Clothes containing a variety of clothing
* Number Mats
* Fabric and den
* Weaving
* Bouncy Hoppers
* Balls/bean bags/Frisbees.
* Hoops
* Lengths of guttering
* Various sizes of plastic pipes
* Shelf with number and letter magnets, rolls of paper, washing line and numbers, skittles,

Shapes.* Coming Soon: Outdoor kitchen with utensils, pots and pans
 | Most of the equipment to be put away eachevening for safety, all stored in the outsideshed.Outdoor classroom is open from approximately9.30am to 10.30am and 1.30pm to 2.30pm.The area is checked before putting outequipment for anything that may be harmful to the children.Equipment checked regularly for safety andCleanliness.Continuous adult supervision and intervention.Equipment is stored in labelled boxes in theoutdoor store.Areas are zoned to provide spaces wherechildren can play with construction sets, read,play number games etc. The vehicles do not have access to these zones to enable play to continue uninterrupted and children are expected to respect this. Gate is opened and children play on near playground. Adult observations of children's learning will befed into planning for appropriate resources,experiences, activities and enhancementsChildren's achievements recorded in their Learning Journeys.Planned visits to the school garden provideadditional opportunities for learning. |