



Long Term Continuous Provision Plan: Outdoor Loose Parts

Enabling Environments: <i>what adults could provide</i>	Positive Relationships: <i>what adults could do</i>	Characteristics of Effective Learning
<ul style="list-style-type: none"> • Provide open ended resources, log slices, pine cones, pegs, sticks, wooden people etc • Make materials easily accessible at child height to ensure everybody can make choices. • Give time for children to pursue their learning without interruption to complete activities to their satisfaction and to return to activities. • Provide resources that give children the opportunity and motivation to practise and manipulate skills. <ul style="list-style-type: none"> • Teach children skills to use tools and materials effectively and safely and give them opportunities to practice these skills. • Provide time, space and materials for children to collaborate with one another in different ways. • Provide a range of materials and objects to play with that work in different ways for different purposes. 	<ul style="list-style-type: none"> • Encourage children to explore and talk about what they are learning, varying their ideas and ways of doing things. • Use mathematical language in a variety of situations. • Value children and their learning. • Encourage children to work together to achieve their goals. • Encourage children to speculate on the reasons why things happen or how things work. • Make suggestions and ask questions to extend children's ideas of what is possible. • Encourage children to consider ways they could improve or modify their designs. • Recognise that children's interest may last for short or long periods and that their interest and preferences may vary. • Teach children to use and care for materials and then trust them to do so independently. • Teach children the skills they need to use equipment safely. • Introduce vocabulary to enable children to talk about their observations and experiences. • Talk about what is happening, helping children to think about cause and effect. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • 2D shape names, e.g. square, circle, triangle, rectangle. • 3D shape names, e.g. cube, cuboid, sphere, pyramid. • Names of materials & equipment • Imaginative/descriptive language • Language of position e.g. before, after, on top of, behind, in front of. 	<p>Playing and Exploring - engagement</p> <ul style="list-style-type: none"> • Engaging in open ended activity • Showing particular interests • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error <p>Active Learning - motivation</p> <ul style="list-style-type: none"> • Being involved and concentrating • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Persisting with activity when challenges occur • Bouncing back after difficulties • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise <p>Creating and Thinking Critically - thinking</p>

- Language of size.
- Cardinal number, e.g. 1, 2, 3, 4...
- What are you going to make?
- What will you need for ...?
- How does this work?
- Which are you going to use?
- What did you use to make your ...?
- Why did you use ... to make your ...?
- How did you ...?
- What do you think about your ...?
- How could we ... add the plane's wings ...? Put windows in the house ...?

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things
- Planning, making decisions about how to approach a task,
solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked



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Loose Parts Observations

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none">• Select resources independently• Plays alongside other children• Play has a storyline/ narrative• They talk to others about animals and where they live, create animal worlds• Beginning to act out stories• Confident to speak to others	<ul style="list-style-type: none">• Shows preference for dominant hand• Takes turns with others• Resolves problems with other children• Can recreate roles and experiences• Can take turns with others during play<ul style="list-style-type: none">• Talk about their families,experiences and community.	<ul style="list-style-type: none">• Can develop their own narratives• Acts out stories as part of a group• Takes account of other children's ideas and opinions during play• Uses resources to create different settings and environments• Negotiate space and obstacles safely• Show strength, balance and coordination when using the equipment.• Appreciate that people celebrate special times in different ways.