



Long Term Continuous Provision Plan: Planting Area / Outdoor Environment

Enabling Environments: what adults could provide	Positive Relationships: what adults could do	Characteristics of Effective Learning
<ul style="list-style-type: none"> • Provide a range of resources that follow the children's current interests. • Introduce children to different resources. • Give time for children to pursue their learning without interruption, to complete activities to their satisfaction and to return to activities. • Demonstrate and teach skills and techniques associated with the things children are doing. • Provide activities that are challenging but achievable. • Provide activities that enable children to experience life processes first hand. 	<ul style="list-style-type: none"> • 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. • Encourage children to explore and talk about what they are learning, varying their ideas and ways of doing things. • Encourage children to speculate on the reasons why things happen and talk about the ways things change. • Make suggestions and ask questions to extend children's ideas of what is possible. • Talk about what is happening, helping children to think about cause and effect. • Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • Names of materials, equipment, animals and plants. • Explore, investigate, see, hear, touch, smell etc. • Topic related vocabulary. • What does it need? • How did you ...? • What might happen if ...? • Why has that happened? 	<p>Playing and Exploring - engagement</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people. • Using senses to explore the world around them. • Engaging in open-ended activity. • Showing particular interests. • Initiating activities. • 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"> • Maintaining focus on their activity for a period of time. • Showing high levels of energy, fascination. • Not easily distracted. • Paying attention to details. • Persisting with activity when challenges occur. • Showing a belief that more effort or a different approach will pay off. • Bouncing back after difficulties. • Showing satisfaction in meeting their own goals. • Being proud of how they accomplished something - not just the end result. <p>Creating and Thinking Critically - thinking</p> <ul style="list-style-type: none"> • Thinking of ideas. • Finding ways to solve problems. • Finding new ways to do things. • Making links and noticing patterns in their experience. • Making predictions.

	<ul style="list-style-type: none">• What do you think about ...?• How could we ...?• How has it changed?• What is different?• What is the same?	<ul style="list-style-type: none">• Testing their ideas.• Developing ideas of grouping, sequences, cause and effect.• Planning, making decisions about how to approach a task, solve a problem and reach a goal.• Checking how well their activities are going.• Reviewing how well the approach worked.
--	---	--

Planting Area/Outdoor Environment Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"> ● Notices changes in the environment ● Notices weather and how the environment changes e.g ice, wind, autumn leaves, new buds, bird singing, puddles ● Talk about what they see using a wider vocabulary ● Understand the need to care and respect the natural world and living things. 	<ul style="list-style-type: none"> ● Name some animals and plants that they may come across outside and be able to talk about them. ● Safely uses tools to plant seeds. ● Waters plants safely and know how to care for them ● Explains own thoughts and feelings ● Ask questions and connect ideas ● Test out ideas 	<ul style="list-style-type: none"> ● Talks about the environment and says how and why changes have happened. ● Talks about changes in plants and animals, how they grow and life cycles ● Can make drawings of animals and plants. ● Can talk about changes in the natural world, including the seasons ● Accurately uses past, present, future tenses when explaining thoughts and ideas.