

Outdoor Area

Area of provision	Start of Nursery → End of Reception						
Sand Area	<u>Key Skills and Knowledge</u>	<ul style="list-style-type: none"> • Explores moving sand using spade/ scoops • Digs using hands • Lifts sand in hands and places back down • Makes impressions using hands, fingers, knees, arms • Pats down sand to make it smooth • Sifts sand through fingers. • Covers their hands and fingers in sand 	<ul style="list-style-type: none"> • Fills containers/ buckets with sand. • Explores and observes the way sand moves through sieve • Scoops sand up using scoop/ spade • Moves sand from A to B using a spade • Free play with hands - makes shapes, heaps and tunnels • Fills moulds and shapes and turns over to make shape 	<ul style="list-style-type: none"> • Loses little sand off the spade • Able to dig a hole or space in sand • Recognises that damp sand holds shape • Free play with hands. • Uses hands to cover up objects 	<ul style="list-style-type: none"> • Recognises that dry sand falls freely through fingers/ sieve • Digs with control • Buries and covers up resources 	<ul style="list-style-type: none"> • Selects the most appropriate scoop/ spade for digging • Digs for a desired purpose • Sieves sand for a desired effect • Sieves sand to filter out larger objects • Pats sand down to cover up resources 	<ul style="list-style-type: none"> • Uses a range of containers/ moulds to create intricate sand creations • Uses spades/ scoops/ buckets to make sand into desired shapes • Uses spades/ scoops to bury objects
	<u>Enabling Environments</u>	Different shaped moulds Buckets Spades, scoops - long and short handled Sieves			Ice cube moulds Irregular shaped moulds Different sized sieves, Different sized buckets, containers Short-handled scoops/ spades		Potato mashers Colander Kitchen utensils Different sized containers Sieves with small holes/ large holes

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Water Area	<u>Key Skills and Knowledge</u>	<ul style="list-style-type: none"> Tips to pour quickly Drops objects into the water Fills containers until they overflow Carries water from A to B but spills large amounts of water along the way Explores the way water moves as they mix and stir it 	<ul style="list-style-type: none"> Observes as they pour water from container to container Observes the way water moves Randomly fills different containers Explores the way water moves and is transported Spills some water when mixing 	<ul style="list-style-type: none"> Tries to catch water as it is transported Fills containers with increasing control. Mixes slowly as not to spill Pours slowly into an intended place (e.g.: - Back into the tray or in another container as not to lose any 	<ul style="list-style-type: none"> Fills containers with a desired amount Carefully carries water from A to B but spills a little Increased control when mixing Pours an amount of water into a chosen container Understands what will happen to the water when they mix it 	<ul style="list-style-type: none"> Explores using a range of resources and techniques to transfer water for example pipets Mixes with a goal in mind for example to make potions Fills a container to their intended point of fill Spills little or no water when transporting Loses little or no water when mixing 	<ul style="list-style-type: none"> Pours with increased accuracy with less spilling Starting to read scales when filling Does not fill the container to the top - shows an awareness of how much they can carry without spilling Plans and uses the most effective ways to transport water to avoid spillages
	<u>Enabling Environments</u>	Different sized beakers Different sized containers Irregular shaped containers Buckets Water wheel	Different sized containers Pots and pans Colanders Kitchen utensils Natural materials Funnels Some transparent containers Whisks	Spoons with slots and holes in Measuring spoons Different sized spoons Jugs with spouts Jugs with handles Piping Pipettes, basters			

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Mud Area	<u>Key Skills and Knowledge</u>	<ul style="list-style-type: none"> • Create familiar everyday meals- pies, cake, soup • Explores how new resources work and incorporates them into play • Splatting/splashing • Explores combining resources 	<ul style="list-style-type: none"> • Asks for help with new equipment • Emptying • Filling • Pouring • With support can talk about what they are making and name ingredients that they are using • Will observe peers and learn from what they are doing 	<ul style="list-style-type: none"> • Adds imagination to what they create worm pie, slime cake, eye ball soup • Uses trial and error multiple times to effectively use a new piece of equipment • Scooping • Stirring • Mixing 	<ul style="list-style-type: none"> • Transferring • Patting/smoothing • Uses new equipment in a variety of scenarios • Adding • Picking • Chop 	<ul style="list-style-type: none"> • Can follow a recipe that use pictorial representations • Will talk to peers and work together to solve a problem • Works through all stages of process of making something combing ingredients, cooking and serving • Mashing • Measuring • Boiling • Sieving 	<ul style="list-style-type: none"> • Has an end goal in mind and can talk about ingredients and actions needed to reach goal • Can follow a recipe that uses simple language and words in line with phonic knowledge. • Expands variety of concoctions including magical/fantasy themes- magical drinks, potions, lotions and medicines. • Sharing out • Serving • Ladling • Whisking • Moulding • Crushing
	<u>Enabling Environments</u>	Mud Saucepans Bowls Big spoons Water	Recipes (pictorial) Scoops Wooden spoons Bowls Metal spoons Plastic spoons Plastic knives Herbs Vegetables/fruit	Recipes Ladles Whisks Moulds Pestle and mortar Masher Measuring cups/spoons Measuring jugs/scales sieve			

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Gross Motor	Key Skills and Knowledge	<ul style="list-style-type: none"> • Throw a ball • Roll a ball • Begin to catch a ball • Jump on and off a small step • Begin to climb up steps, or apparatus using alternate feet 	<ul style="list-style-type: none"> • Ride a scooter or a tricycle with some assistance • Make attempts to skip and hop • Jump across stepping stones • Begin to stand on one leg • Wave flags or streamers with greater control 	<ul style="list-style-type: none"> • Can copy sequences and patterns of movements relating to music and rhythm • Climb up steps using alternate feet with increasing accuracy and confidence • Throw a ball with increasing accuracy • Roll a ball with increasing accuracy • Catch a ball with increasing accuracy 	<ul style="list-style-type: none"> • Collaborate with others to manage moving large items such as planks safely • Crawl with increasing control and confidence • Climb on apparatus with increasing control and confidence • Ride a scooter or a tricycle with increasing control • Skip with increasing control • Hop with increasing control • Confidently throw a ball with accuracy to another person • Crawl with control, confidence and precision • Climb on apparatus with control, confidence and precision • Begin to hit a ball with a bat 	<ul style="list-style-type: none"> • Able to use and remember sequences and patterns of movements relating to music and rhythm • Stand on one leg for a longer period • Roll with control, confidence and precision • Walk for longer periods and aware of space • Jump on 2 feet with control, confidence and for longer periods • Hit a ball with a bat with greater accuracy 	<ul style="list-style-type: none"> • Jump and turn 180 • Begin to jump with a rope • Can run avoiding obstacles, with greater control, adjust and stop speed • Confidently catch a ball from another person • Confidently climbs up steps using alternate feet • Hop with greater balance, control and for longer periods • Skip with greater balance, co ordination and for longer periods • Confidently ride a scooter • Confidently ride a tricycle and bike with or without stabilisers • Make up own simple dance routine or sequence
	Enabling Environments	Scooters Tricycles Bicycles, stabilizers, balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls	Scooters Tricycles Bicycles, stabilizers, balance bikes Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls Quoits	Scooters Bicycles, stabilizers, balance bikes Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats, balls Quoits Scarves, flags, streamer			