

## IMAGINATIVE

- 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

## CREATIVE

- collaborate with friends on a large scale piece of work
- use large scale movements to paint big areas
- blow through objects to create sound
- have fun experimenting
- make clicking sounds
- use appropriate vocabulary to describe the sounds

## LARGE-MOVEMENT

- Space to jump/hop
- share and cooperate using resources
  - develop jumping

Jump for height

Jump for distance

## SMALL EQUIPMENT

- cooperate 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

## HORTICULTURE

- observe creatures
- learn about seeds and weeds
- commit to looking after plants regularly
- become familiar with common weeds and be able to pull weeds and leave plants

## WHEELED VEHICLES

- follow directions and instructions
- extend positional language
- begin to collaborate
- begin to communicate
- begin to negotiate
- develop drawing and recording skills
- extend comparative language (fast, faster, fastest, slow, slower, slowest)

## CLIMBING

- develop skills and abilities (balance, coordination, climbing, swinging, strength, self-confidence, negotiation)
- be able to climb up and climb down

## ROLE OF THE ADULT

- model, provide, observe, interact and evaluate
- provide starting points, opportunities, challenge, stimulation and progression for the children

## LARGE-SCALE CONSTRUCTION

- continue to develop skills of imagining, cooperating, listening, communicating, observing, selecting/choosing, questioning
- develop social interaction
- use language to imagine and recreate roles and experiences
- retell narratives in correct sequence

## SAND AND WATER

- continue to explore sand with large scale containers
- continue to experiment with pouring, filling, building with different textures
- take turns and share fairly
- be confident to try out new activities
- handle tools with increasing control

## QUIET

- 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
- use mathematical language in practical activities

## SPONTANEOUS RESPONSE TO PLANNED ACTIVITIES

## ACTION FOR SPECIFIC CHILDREN

## EVALUATION