

**IMAGINATIVE**

- 7. Create a story with objects they wind around a stick with wool
- 9&10 Setting up a restaurant/cafe around the quiet table
- 11. Bread vans delivering and engaging in role play
- 11. Use descriptive words about textures in Nature
- 1,2 Describing the worms and creating pics with the beautiful flowers

**CREATIVE**

- 7. Make their own rhythms with the 'band' drums
- 8. Develop making pictures with litter
- 10. Collect twigs and create their own blossom sticks
- 10. Write their messages on the clipboards to the delivery men
- 11. Create their own texture piles
- 1,2 Willy Wonka's men....

**LARGE-MOVEMENT**

- Develop gross motor skills as they move through the school environment
- Acquire essential movement skills such as running, jumping etc
- Develop gross motor skills as they wind their way through the woods

**SMALL EQUIPMENT**

To select equipment independently and move with control and coordination

Fundamental Movement Skills - Catch, 2 Handed Strike, Foot/Hand Dribble, Kick, Punt

**HORTICULTURE**

- 7. Planting up seeds for the propagator,
- 8. Litter pick, daffodil hunts
- 9. Signs of spring, planting seeds
- 10. RSPB Wildsquare - recording signs of Spring, and putting bird food in lower bird box on chimney
- 11. Understand how we plant chitting potatoes in the earth to grow
- 12. Observing where the pooh litter from the hens go
- 1,2. Observe the Swift/bird boxes - Plant up packet seeds, phlox and stock. Care for the willow dome.

**WHEELED VEHICLES**

- 9. Taking turns, sharing on the vehicles
- 10&11 Play set in the context of the 'Pizza delivery' using wheeled vehicles and boxes
- 11. Understand and use positional and directional words -forwards, backwards in front of, behind
- 1,2. Taking turns, sharing with vehicles and understanding positional language

**CLIMBING**

- Using trim trail equipment to develop body strength
- Step their way through a prickly, spiky environment in the woodland
- Developing their body strength on the trim trail

**ROLE OF THE ADULT**

Interacting with the children continually. Modelling the activities, sharing with them, creating new strategies for the children's games, incorporating their ideas, and achieving the suggested outcomes together

**LARGE-SCALE CONSTRUCTION**

- 1,2 Build with large bricks their own chocolate factory - wide base structures which leads to successful constructions

**SAND AND WATER**

Too cold to play but observing any differences in the pond

**QUIET**

Providing pens, pencils and paper to allow free drawing

**SPONTANEOUS RESPONSE TO PLANNED ACTIVITIES**

**ACTION FOR SPECIFIC CHILDREN**

**EVALUATION**