

Environmental Plan

Wormley C of E Primary School (V.C)
(Nursery class)

2013-2014

Section One

Our space

Indoor and
Outdoor plans

Section Two- Autumn term set up

Section Three- Spring term review

Section Four- Summer term review

Indoors

Area: Mark Making/Graphics

This area is placed next to the art/creative area so materials can be combined and also next to the malleable FMS development area as skill development supports physical control of materials for mark making. Drawers are available with a range of paper and card, fat and thin crayons, graphite and colouring pencils, thick felt pens, chalks and boards, small books, labels, shaped and lined paper, etc. Use of the area is planned to be taught during adult led. An area is defined for display of free writing. During the term alphabet lines have been added and some children have begun to mark make symbols to represent their names.



For emerging skills- children begin to make connections between their movement and marks they make- these children should be provided with extensive large physical activity such as climbing, riding, crawling, movement to music, sweeping, pouring, digging, play dough etc. Adults draw attention to marks made during these activities.

For developing skills- Children hold mark making materials in whole hand- provide large floor drawing as well as table top and easel. They

begin to show preference for dominant hand and copied modelled lines and circles.

For extended skills- children hold pencil between thumb and two fingers. Provide triangular pencils or pencil grips to support development. Children may draw using circles and lines- defining space and creating pictures. They ascribe meanings to marks (adult scribe) or whom picture is for.

Spring term review

Add name cards for children who are beginning to scribe their names- create a name card wall.

A selection of scissors has been added- including pincer grip ones, both right and left handed. Old cards and catalogues along with glue for free access and link to creative area. Whiteboards and pens have been added to the trolley and also magnetic letters and boards. Trolley drawer labels need renewing. Theme into an office- add old ICT.

Environmental print needs to be sourced and added to areas such as graphics and role play. Clipboards and pencils made available for children to write on the move. Finally create a box of children's interest mark making materials- e.g. princesses and hello kitty and Mike the knight, dinosaurs and cars.



Summer term review

The area has been moved to create an interest space and themed area- the initial theme for the summer term with bee emergency services and will include role play props and old ICT to add interest. Environmental print has been added to the area and will continue based on the children's interest. Resources to be added- large flip paper, large table paper, tracing and

lined paper, variety of pens, alphabet linked to children's names- first dictionary books and topic books.

Area: Maths

During this term the area was further defined and a low level area added for an interactive display. This area is placed near the small worlds/construction area and opposite to the water play. Much of the equipment is combined during the session.



For emerging skills-number there are many activities that can be used to sort/categories- e.g. bears, keys, sorting. Adults' model sorting and counting amounts. Number puzzles and books are available. Adults sing number rhymes. **Shape-** basic inset puzzles and shape boards are available along with coloured blocks, mega blocks and wooden bricks (construction area) and containers for filling/emptying (water tray)

For developing skills-number as above activities where there are lots of similar objects are available for sorting and counting. Adults encourage and model counting. Number lines and numbers are available. Boxes of varying sizes are available for filling and making comparisons- 'more' and 'lots' language.

Shape- inset puzzles and shape boards, including tap-a-shape are available along with coloured blocks, mega blocks and wooden bricks (construction area) and containers of varying size for filling/emptying (water tray)

For extended skills- number as above plus number lines and soft numbers, sorting trays and coloured bowls for counting and sorting.

Shape- as above plus a tray of shapes to use for a range of purposes. Shape paper, printing, spotting walk, adult modelling naming/properties. Children involve in sustained construction and/or talk about shapes and arrangements.

Spring term review

Add a number line that reflects the children in the class. Plan daily number activities/songs and rhymes. Record the number of children in the class for all to see. Create opportunities for number writing/recording. Create interactive number lines/washing lines/pot lines. Add numbers to bathroom doors and draws-for number ordering.

Add 3D shapes to area for exploration and adult modelling naming

Timeline- daily focus move to bottom of WOW wall

Environmental shapes display-add to construction area, also add shape books to area. Size ordering



Summer Term

Add a children's number line to the outdoors. Make sure all staff understand that maths is everywhere and often use maths language during CHIP- planned focus to support this. Include quick daily maths focus into circle time. Time line now below birthday chart- use daily for sequencing routine.

Area: Malleable

This area is placed next to the graphics area as FMS development supports physical control of materials for mark making. Drawers are available with a range of tools and cutters and are labelled. Play dough of varying colours and with added extras has been available.

During the term dough disco has been introduced and children have enjoyed and benefited from daily sessions. A cooker and equipment has been added permanently as children often create cakes and other foods. Resources of children's interest are added to the top of the trolley.



For emerging skills- children begin to show an interest and explore materials available. Basic tools such as rolling pins, large cutters are available. Plastic scissors have been added to develop skill with one handed tools.

For developing skills- children further explore and begin to use increasing manipulative skills to adapt the dough to create an effect such as cake, pancake, or use a large cutter to create. They begin to use the tools more effectively for the purpose intended.

For extending skills- small resources and a range of tools have been added that are used to create effects. Play dough boards have been used to add interest and challenge.

Spring term review

Add scales into the area for weighing heavy/light. Continue to add colours and textures to dough for developing sensory exploration.

Display- photographs of children rolling, squashing, pinching, etc along with words, also items created by children and their voice.



Summer Term

Continue to develop the supporting display based on children's learning.

Make dough disco a regular feature for children with poor manipulative skills. Add an increasing range of malleable materials, including materials in the sand tray now added to the area. Introduce clay and tree sculpting to the outdoors this term.



Area: Creative

This area is placed in a large corner with a range of paper, materials and resources freely available to the children. Other materials that require prior teaching are behind the turned trolley. The back of the trolley allows for images to currently be displayed.

Resources that are currently available are a range of paper, ready mixed paints- primary and some secondary colours, pots and fat brushes, pallets and trays, collage materials. Over the term use of resources has been taught and the area is placed next to the easel and the graphics area as resources can be combined and shared.



For emerging skills- large brushes, pots of colours and paper are available. Paints readily available on the easel. Basic printing materials and trays for creating marks.

For developing skills- children explore colours and changing colours- range of brushes available including toothbrushes, fat and thin paint brushes. Ready mixed paints are available to choose from along with palettes and pots. Water based glue and glue sticks are free to choose with collage materials.

For extending skills- as above with the addition of water colours and palettes for colour exploration. Further printing materials and sponges for purposeful marks. Children select and combine resources from the surrounding areas- e.g. graphics and ask for different paper.

Spring term review

Add further sponge brushes and printing materials. Further adult led teaching time to develop the use of the area (include the teaching of junk- display the story of the tube). Add textures to collage- including pompoms and feathers and increase the range of paper available. Teach the art of

joining with sellotape. Create photo/shadow shaping for easy return of resources. Consider further stimuli- winter art, celebrations



Summer Term

Moving the area to a more central position has increased the children's interest and use in the area. Continue to teach and add further resources- including powder paints and pastels. Encourage children to combine materials including junk. Add seasonal art and craft opportunities to outdoors- consider these to be as natural as possible. Add further stimulus based on children's interests- evident in planning.



Area: Construction

This area is placed on the carpet to allow for large and cooperative play. There is a small table to allow or level play and a display space on top of the trolley where children's models can be saved and valued to share with

others. The back of the trolley provides space for signs- "Come and build with us!" and annotated photos of the children at play in the area. During the autumn term this area has been reviewed and trolleys added so children have the freedom to select resources. The small worlds table has been added to the area for exploration at a different level.



For emerging skills there are large blocks, mega blocks and wooden bricks that children can begin to handle and explore, stacking and balancing and beginning to create.

For developing skills again there are large blocks for the children to explore and handle stacking, shaping space and balancing. Duplo is available and provides further opportunities to manipulate and join together to build and balance.

For extending skills children can select materials required for their own purpose. Duplo and blocks are used effectively to achieve a planned effect. Large wooden blocks are used to create castles and roads.

The area also contains elements of small worlds- duplo train track, brio train track, trains and vehicles. This supports the interest of many- trains and vehicles and provides the opportunity for further opportunities to develop FMS- connecting materials, designing and problem solving. There is also a train mat with printed brio track which can be completed on top.

Spring term review

Sources further resources to develop interest and skills such as stickle bricks, mobile, lego. etc. Add topical toys- ice and winter animals

Display- creations 'can you make/build' and ones made by children. Add a basket of junk 3D shaped to add to constructions

Summer Term

Wooden bricks to be removed from trays and stacked on shelves and small ones in baskets to allow free access and less pressure when tidying away. This area now needs to be relabelled and included pictures of the children learning to use these. Easy modelling materials to be added to the quieter area.



Area: Small worlds

This area has been combined with the construction area so children can create and combine resources to add to their imaginary play. During the autumn term the area was re organised and labelled- including labels on the trolley to aid tidy up time.



For emerging skills there are resources available for basic imaginary play such as animals, cars and trains. Children are developing use, FMS and coordination. They add sounds and often play with single toy

For developing skills there are further resources to combine and begin to play out a happening/event/experience. People, animals- farm and wild, buildings, cars, trains, mats etc are free to choose from. Children are beginning to play alongside others engage in similar activity.

For extending skills resources as above along with dolls house furniture and pink duplo castle. Children select resources and use their knowledge and experiences to create play, adding ideas to develop play with others.

Spring term review

Source a dolls house for use with furniture and people. Create a wish list to renew some of these toys and people- consider multicultural. Add further small worlds resources- dinosaurs, small garage, airport etc. Create some stimuli boxes with natural resources and suitable small world people and/or animals. Add and read relevant stories and adult language to develop and extend, express feelings and ideas.

Summer Term

Add wooden plan resources from the cupboard- plan to teach care and use during CHIP of these resources. Add further natural materials to the area including moss and plants.



Area: Home corner

The area is defined by a house and is currently based on home play. the area is quite small and the children often extend the play to the side of the house and create spaces to add food, create picnics or places to sleep. During the term a makeshift mirror has been placed on the wall and dressing up clothes added to create party play- linked to RE celebrations.

For emerging skills basic home resources for representational play are available e.g. drinking, eating, feeding a baby, cot, etc

For developing skills children begin to take on a familiar role, some explore the dressing up and use the resources available. Others unsure of play often become dogs or babies.

For extending skills these children use the resources available to play homes and parties. They dress up and take on a role and add and develop ideas and play with others.



Spring term review

For this half term the home is to be placed outside to allow for further resources to be used in a larger space and the indoor area to become initially a hairdresser.

Add multicultural dressing up and hairdressing resources that includes old ICT, mark making, a till and money, magazines and signs. Teach the children how to use the area during CIL and create a display of children role playing.

Summer term

Stays as a home for this term- may change to include more babies and bedroom focus, kitchen and cooking or living room. Multicultural dressing up and babies available. Add positive images of children playing and families- including culture/disabilities/roles/etc

Area: Water

This area is defined to the large sink and has a large wall display and storage area. Learning is often linked to other areas such as maths, imaginary etc



For emerging skills basic objects available for children to begin to explore fill, tipping, pouring emptying etc

For developing skills as skills develop children use the equipment with increasing skill, they can name some of the equipment used to explore and explain what for and how it is used. Imaginary play is developing around bathing, washing up, small world's sea creatures etc

For extending skills these children use the resources to compare and explain and reason. They may use containers to predict and compare volume. They may observe the movement to water and reason and explain. Add items of interest for further exploration- e.g. colours, glitter, conkers, pine cones, leaves, boats, etc

Spring term review

Explore ice- frozen objects inside. Add soap and washing up liquid- bath and washing up play. Making tea- explore warm water, tea leaves, tea sets and strainers.

Summer Term

Add small world sea creatures, shells, pebbles etc for imaginary play. Create large searching ponds with beads, pebbles, small coins, fish etc- tweezers and pots, magnifiers to explore. Explore fish...

Area: Book corner

The book area has been developed in the autumn term. The books have been sorted and many put away so children have access to some traditional tales and quality picture books as well as non-fiction text. Puppets have been added to the area and large books and used weekly and rotated. Cushions and soft toys make the area more comfortable.



Spring term review

During the spring term this area requires further development and the addition possible of a way of defining it further and create a space that can be used by both adults and children effectively. It requires further resources- based of traditional/core tales which are to feature in the weekly planning.



Summer Term

This area is to be a key area for development over the summer term. Research of outstanding practise to be gained through texts, internet and visits to other settings. Shelving to be used, puppets, props and story boxes added as well as taped stories and character toys. Fiction, non-fiction texts, magazines, made books etc. Core stories continued to be planned and read over and over.



Area: Quiet space

This area has been identified during Caroline's visit and is being developed. It is often used by small groups or 1:1 at the beginning or end of the session. Further resources are still required to make this area effective and defined.



Spring term review

Add a material cover and cushions to create a cosy feel to the space. Continue to develop the resources available- such as a bits and bobs box

(charity shop) and toddler toys- pop up, noisy toys, simple puzzles, toys that highly stimulate the senses.

Summer Term

Resources continually reviewed and changed in view of the interest of the small group whom often use this area and need a quiet space at the end of the session

Area: ICT

This area is currently defined by the computers and IWB.

Children freely use the computers and on occasion the IWB. Simple city, maths and maths 2 and a paint programme are currently used.



For emerging skills children use the IWB to create marks and change colours/tools with support. They are beginning to explore the keyboards and move the mouse

For developing skills children use the mouse and programme with interest and some success. They require support to complete tasks/games but are developing the FMS required to control and click and drag.

For extending skills children access programmes, select and make changes and complete tasks using developed skills. They have good mouse control and understanding of the programme.

Spring term review

Introduce and teach children how to use further ICT resources- e.g. CD player, recording devices, bee bops, remote control cars, walkie talkie, etc. Source further old ICT resources for play and exploration (take apart using tools)

Summer Term

Old ICT resources to be used outdoors in the explorers den. Plan further teaching of the remote control cars and walkie talkies in order for children to be able to use independently. *Source batteries and charges.*

Area: Puzzles, games and FMS

This area has been created during the autumn term and has been added to as children's skills have developed.



For emerging skills there are large threading equipment and nuts and bolts and basic inset puzzles.

For developing skills further resources such as small tongs and tweezers are provided to develop FMS, hand eye coordination and pincer grip

For extending skills there is further threading requiring developed skills and thought- i.e. pattern making. Floor puzzles and games that require children to cooperate and work together drawing upon their knowledge and understanding of how to create/solve puzzles and play games are provided.

Spring term review

Monitor the area and rotate some of the resources to extend the children's experience. Introduce the resources during Early Morning busy finger sessions. Create photos and shadow shaping for easy return.



Summer Term

Review the resources and change/add to as the children's skills develop.

Area: Discovery area

This area was created after Caroline Luck's visit. The children show great interest in this area and enjoy investigating and exploring.



Spring term review

Develop this area to support children's UW learning using their senses. Plan resources related to the five senses. Create a wish list of items needed, discuss needs with subject leaders- science and ICT- see if resources available. Make resources and develop using everyday items.



Summer Term

Initially continue to explore growth and change-area develops with the seasons and interests. Consider obtaining a class pet!



Outdoors

Area: Physical (large skills)

The outdoor space allows for children to move and run freely. There is a bike track and five bikes- varying size available daily. There is a wooden platform which children can climb on and jump off and bars to which to hang from.



For emerging skills there are small bikes which can be propelled by feet on floor. Toys are available for pushing and steering and large balls and hoops to explore. Stepping stones to begin to balance on.

For developing skills further resources such as small balls, band balls, quoits and hoops. Sized stepping stones to arrange and balance upon. There is a large space including grass area to move freely, avoiding obstacles.

For extending skills children explore stompers and balancing equipment- creating and playing games with others. They adjust speeds and change direction- stop and go sign introduced. They use large balls to kick, throw and catch and play cooperative games. Small equipment- band balls is used to aim and throw over and under arm. Large hoops are available to race, roll and hula.

Spring term review

Make sure weekly climbing sessions are planned for both am and pm nursery classes. Adult led teaching of equipment and skill development. Sort shed to discover other resources available. Create a wish list of additional equipment to explore and develop skills. e.g. large tree trunk and climbing grips.



Summer Term

Resources to be added to develop the area over the summer term- glitter babies- for carrying/rolling and role play, planks for building and balancing, larger tree trunk pieces, hanging rope of balls for bat use.



Area: Role play

Initially the summer house was a music shack, then emergency station and now a shop.



Spring term review

This term the summer house is to become the home role play area including many of the items below:

Cooker, clock, pans, pictures and photos, calendar, washing up, sponge, tea towel, sink, notice board, note pads, telephone, pens, phone book, mirror, cots, babies, fridge, tupperware, tea set, packets, food, iron, ironing board, washing machine, clothes, broom, dustpan, Hoover, rug, telly/music, washing line and pegs, clothes, hats and bags, old shoes, smoke detector, pet, door number, environmental numbers and print.



Summer Term

Play house has now become explorers den and will stay as this throughout the year facilitating and representing the children's learning and exploration of the natural world- further exploration resources need to be sources e.g.

binocular. Non-fiction text, posters and mark making/recording continually available. *Children's camera sources*

Boxes, crates, tyres, bread crates, etc to be continually available for children to create own props. Trolley of resources providing- hats, bags, shoes, emergency role play, material, carpet tiles, etc to be created- providing props for role play more relevant to outdoor learning.



Area: Large construction

Currently consists of plastic toy tools, hard hats and bench, wooden blocks and on occasion mega blocks. Children use the wooden bricks to create buildings, roads, etc but rarely use the mega blocks.



Spring term review

Obtain further resources to add to the area to create a builders yard. Use dividers to identify the area. Add resources such as large junk boxes and tubes, cones, string, tape, crates, palettes, gutter, real tool- tapes, hammers, wood and nails, spirit levels, tool box. Display photos of children playing and local road works and building developments and builders key language. Add mark making- site managers office, including phone, keyboard and recording implements.



Summer Term

Wooden blocks to be used in the transition area (under the cover) linking outdoors and inside- books and mark making also available in this area. Large blocks, crates, planks, tree slices, cardboard boxes, tubes etc available for large construction



Area: Den

Spring Term review

This area to be developed during the spring term



Summer Term

This area would benefit from trellis to section it off and willow fencing to block the outer fence. Further resources e.g. enamel camping cookware, barbeque grill, utensils, hanging lamps etc and tree faces and hanging mark making

Area: Quiet Area suitable for stories

Summer Term

Area to be created during the summer term

Area: Mark making

Currently a creative box- including clipboards, pens, water colour paints, large chinks, is available by a table daily. A drying rack has since been added to the area.



Spring term review

This area is to be defined under the covered area and separated by a fence divider- to be used for creative threading. A large painting area is to be created using plastic sheeting and tape on the wall, which will enable large painting tools to be used- rollers and brushes, etc. The table will become the outdoor graphics area and an environmental alphabet to be displayed. Resources to include:

Chinks large and small, chink boards, pots, brushes, paint trays, brushes, rollers, aprons, bucket for paper storage, washing line and pegs, junk box, clipboards, paper, pens, phone, magnetic boards



Summer term

Outdoor easel added and a box of clipboards with pencils attached for spontaneous mark making



Area: Maths

Autumn term bikes are numbered 1-5. Emergency fire's numbered 1-10.
Shapes (circles) spotted.

Spring term review

Number songs that involve props that can be used outside e.g. Once I caught a fish alive...etc

Shape/size and position language in the construction area...

Washing line- matching and sorting

Role play-environmental numbers. Plate/bowls etc shadow shaping, counting/matching/sharing out/sorting/tidying

Summer Term

Resources- add challenge cards to outdoors e.g. can you jump 5 times, hop twice etc. Spotting sheets to include numbers- how many found, how many legs etc. Shape sheets inside and out. Shape frames outside to look through- made from natural materials. Natural materials- twigs, pebbles etc add measures, scales, large pebble number line. Washing line numbers. Make sure maths displays are interactive with the opportunity to record.
Need to add clocks and time somewhere.

Area: Small worlds

Currently includes a road mat, garage and cars, boxes of resources including dinosaurs, wild animals and train track. A tuff spot is used with a green base.



Spring term review

Use ground covering, bark, plants, logs and stone to create a permanent small world's area for dinosaurs and wild animals.



Summer Term

Continue to develop the small world habitats using natural materials- add a water feature and large pebbles- consider removing all the plastic toys and adding pine cones and conkers for spontaneous natural small world play.



Area: Experimental

Currently seasonal with some exploration equipment and non-fiction text



Spring term review

Use the tuff spot as a seasonal and malleable experimental/discovery area.

Summer Term

Create a weather box for children to be able to freely access materials to explore the summer sun shine.

Natural malleable materials- add clay and other natural materials to the tuff spot. Create dough tree faces.



Area: Exploration

Currently tuff spot small worlds and seasonal as above



Spring term review

Create a permanent digging area with gloves, tools, pots, and bulbs.

Create an exploration box- including magnify glasses, mini beast hunt sheets, bug pots, clipboards and recording, old cameras etc
Identify and begin to create a mini beast area. The about keeping snails-
living world etc



Sounds- devise a way of hanging old pots, bottles, wind chimes, etc to create outdoor sound exploration. Consider a natural area at the end of the grass area- see picture for example. Could become magical fairy/pixie area- add faces to trees. Children will need to wear wellingtons.

Gardening- Define the area to be used- link to digging area

Look at and resources how to cover area, to protect form cats fouling. Plant and grow beans, sunflowers, herbs etc. Teach weeding skills, watering and general care of plants.



Summer Term

Develop the mud kitchen- add a microwave, other old pots and spoons etc. create hanging utensil stand from old palettes. Create a mini beast mountain from old crates with plants, water, canes, pots, moss, etc. to encourage mini beasts.



Area: Sand and water

Children often ask for further/different resources from those available or currently being used



Spring term review

Place near each other with resources in between that can be shared, add crates and guttering to explore the movement of water and large pots and brushes for painting.

Research cost of cover for large sand pit and replacement sail



Summer Term

Sand- Now that the sand pit has a new cover and can be used daily- develop the use of the pit to extend all learning areas. Second half of summer term sand pit to be used as a beach with natural resources- pebbles, shells etc. Order new sail- angle to produce greater shade.



Water- trolley is now used for resources and guttering- free access for children. Small sand pit to become addition water play to be linked by guttering (dry sand to be made available in the classroom). Side of shed to become a water wall for exploration of the movement of water.



Wish list of items for outdoors

Cargo net- **ordered**

Wigwam- **frame and material ordered**

Outdoor tap- **purchased hose**

Wooden water troughs

Willow or bamboo- quiet divided area- **ordered**

Wooden seating- logs or mushrooms- **ordered**

Planting trays for gardening area- **purchased washing up bowls and buckets for planting**