

Outdoors

Aims

To provide a stimulating, secure and safe outside learning environment where all areas of the EYFS curriculum are provided for. Children will be encouraged to actively explore the world around them, developing their creativity, independence, thinking skills and ability to solve problems across the curriculum. The provision of outdoor learning is a key focus this year as it is a target for Early Years in the Academy Development Plan.

Principles

Movement is essential to learning for young children. Through a range of outdoor, play-based curriculum activities children explore and develop further skills that will include co-ordination, language development, problem solving, social skills, investigation and observation. The children's sense of well-being and self confidence increases as they acquire these skills.

Planning

Planning for the outside reflects the long-term and medium-term planning and directly links to short-term planning and children's interests. There should be free flow *between* -the inside and outside area during child-initiated activity. During directed and initiated teaching, the outside area should be used. Resources in the outside area should stimulate, challenge and inspire children to *engage* in learning and should provide well for both the planned and unplanned curriculum. In Reception the HLTA, Nicola Duggan leads in the health and safety checks of the outdoor area and supports the Nursery Nurses in planning for outdoor provision. Nursery nurses should spend Tuesday evening planning for Outdoors. In Nursery, the HLTA, Zoe Rowlands, leads in the outdoors provision.

Role of the Adult

The nursery nurses prepare the outside learning environment at the beginning of the session and are responsible for ensuring the equipment is stored appropriately. It should be reset up for the afternoon session
During the session the adults will:

- Build in the challenge by asking open questions
- Extend talk
- Extend vocabulary/knowledge, skills, etc
- Challenge
- Add resources
- Demonstrate/model

- Help children to see links in learning
- Support and encourage
- Redirect the play if necessary
- Referee/help children to negotiate
- Supervise/be a safety officer/risk assessor
- Counsel when needed
- Observe and assess learning
- Record judgements and plan next steps for learning
- Provide feedback to child/other adults/parents