

Outdoor Play

Why does my child have to go
outside everyday?

EYFS

- The EYFS states:
- 'Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.'
- Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.
- It gives children first-hand contact with weather, seasons and the natural world.
- Outdoor environments offer children freedom to explore, use their senses, and be physically active and exuberant.'

Vision for all children

- All children have the right to experience and enjoy the essential and special nature of being outdoors.
- Young children thrive and their minds and bodies develop best when they have free access to stimulating outdoor environments for learning through play and real experiences.
- Knowledgeable and enthusiastic adults are crucial to unlocking the potential of outdoors.

- Within the EYFS document 'Effective Practice: Outdoor Learning' the key messages are:
- The outdoor environment has unique characteristics and features.
- Outdoor learning has equal value to indoor learning.
- Outdoor learning has a positive impact on children's well-being and
- development.
- Children need the support of attentive and engaged adults who are
- enthusiastic about the outdoors and understand the importance of outdoor
- learning.
- Outdoor learning is enhanced by an environment that is richly resourced with
- play materials that can be adapted and used in different ways.
- An approach to outdoor learning that considers experiences rather than
- equipment places children at the centre of the provision being made.

WHY OUTDOORS?

Space!

- “Children want space at all ages. Space, that is ample space, is almost as much wanted as food and air. To move, to run, to find things out by new movement, to feel one’s life in every limb, that is the life of early childhood.”
- Margaret McMillan (1930)
- Space to learn through being physically active across all areas of the curriculum.
- Space to develop a range of physical skills and opportunities to experiment and refine these with help and encouragement from adults. e.g. crawling, rolling, walking, running, jumping, climbing, skipping, hopping, pushing and pulling, pedalling, balancing, throwing and catching.
- Space to challenge themselves and to take risks in a secure environment.
- Space to move freely without constraints. This can often be more difficult for them inside.
- Space to work on a larger, more active scale, in keeping with their stage of development

Freedom!

- Freedom to move and be active. Outdoors can give endless opportunities for challenge both physically, through moving in a variety of ways impossible inside, and intellectually, through discovering, exploring, experimenting, observing and problem solving.
- Freedom to be in control of their own learning, to make decisions, to be creative in ways which do not exist indoors.
- Freedom to develop their independence and follow their own interests.
- Freedom to be boisterous, active, noisy and messy.
- Freedom to experience a range of feelings from excitement to being calm and sitting quietly, relaxing and watching the clouds.

Experiences!

Playing outdoors every day, all year round gives children the opportunity to have first hand experience and learn about the changing seasons and the environment.

The ever-changing outdoor environment gives children many experiences that are not possible inside.

Outdoor learning is the beginning of enjoyment and appreciation of the environment and how to care for it.

Outdoors gives children direct contact with birds, plants, mini-beasts, and other natural materials.

HOW DO WE USE OUTDOORS?

Literacy

- Outside is a good place to develop children's handwriting patterns on a large scale. We do this with painting along wallpaper or using big brushes with water to make marks on any surface.
- We have set up a reading area outside with cushions, shade if it is a sunny day, and a collection of books in baskets. These may be topic-related, poetry, picture books or a selection of the children's favourites.

Mathematical Development

- We use outdoors for a number of counting activities as well as large scale measuring. The children initiate plenty of problem solving when they are in the outdoor environment such as, “How many boxes do we need to make train carriages for all of these passengers?”
- We can make long number lines outside and construct on a larger scale with different materials, which is good for shape and space work. Mathematical language is always used outside with comparisons such as bigger, smaller, longer or heavier being talked about in all sorts of play and observations.

Creative Development

- The children enjoy painting outside and it can often give them a stimulus for their art. They can also play imaginatively on a larger scale such as a car wash with buckets, hoses and the wheeled toys.
- The children love making mud pies and mud cakes in our mud kitchen.

Physical Development

- Although we have bikes they do not go out every day, as we like to use wheeled toys that encourage collaborative play such as the taxi bikes We also have equipment to develop balance and coordination.
- The children love constructing with large boxes.
- We have a variety of balls and bats that children explore at different times.

How can you help?



We need you help!

- We are developing our outdoor area and we need some resources have you got any of the following?
- Old sheets, blankets, sleeping bags, boxes, groundsheets, pop-up tents, and tunnel, string and ropes, pegs, suitcases and picnic baskets these will be for den building.
- Plant pots, bags of compost, seeds and plants., gardening gloves, trowels and buckets to develop a growing area
- Plastic bread and milk crates to build with, climb on and jump off. Chalk to draw lines to walk/balance on. Log slices to jump off, old trees and tyres.
- Pine cones, acorns, conkers
- Old pots and pans for our mud kitchen



What can you do outdoors with your child

- When walking with your child outdoors...
- You could make a map of the walk that you will be doing for the children to follow as you go around pointing out natural and man-made features
- A piece of card with double sided tape so they can collect certain colours

Developing Literacy Outside!



Time spent **cloud gazing** and describing what they could see encouraged lots of description and imagination. A list of everything imagined or seen was chalked on the floor and helped their creative writing in class. Can anyone see a dinosaur or enchanted lamp?

Can the children make their name using natural 3D objects?



- Chalk on the floor.

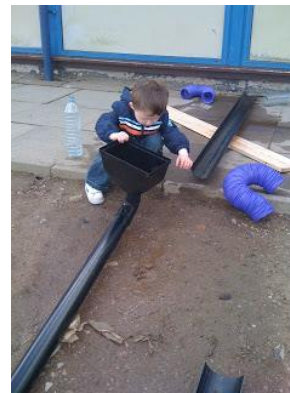


Developing Mathematics' Outside!

How big are you? Chalk round people and see how many handprints fit in the silhouette – these can be made with hand prints dipped in paint.



What is the fastest? Roll objects down a slope and compare the time taken for each to reach the bottom – use different objects and different slopes to get different results.



Developing Mathematics' Outside!

Making sand cakes. Use different sized spoons, cups, jugs and water to measure out the 'ingredients' for a sand cake.

Uncover wildlife. Explore what's hiding underneath objects like logs and bushes with magnifying glasses, soft paint brushes (for sweeping insects onto paper), torches and mirrors (for looking under and around objects).





Art in a CD Case

Making Boats



Reading Outside

Bouncy Blending!



Lay out 3 (or more if you are blending longer words) hoops. Place a sound next to each hoop. A child then jumps into each hoop, shouting out the sounds. When they bounce out of the final hoop, they blend the word aloud!

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Wash the word!



Listen to the word, find it and wash it away! Great for early blending practise!

Why not try tricky words, key words or numbers?!



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Reading Outside

Any questions?