

**'Outdoor experiences are often remembered for a lifetime. Learning outdoors can be enjoyable, creative, challenging and adventurous and helps children learn by experience and grow as confident and responsible citizens.'**

**'Curriculum for excellence through outdoor learning'**



## Early Years Foundation Stage Outdoor Policy

### Why?

Learning through outdoor play is crucial to children's development for the following reasons

- It ensures young children are active and have a healthy heart
- It provides opportunity for the development of gross motor skills
- It provides space for the 'dynamic' expression of emotion, personality and feelings
- It extends learning opportunities beyond those possible in a confined space
- It provides for the different learning styles of girls and boys
- Ample experience in running, climbing and balancing is necessary if children are to learn to read and write successfully
- Growth and development of body and brain are inseparable
- Outside is where children most want to be

### What?

Outdoor learning at Oasis Academy Warndon is planned to meet the diverse needs of all children so that all will achieve. There are opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves.

'Child initiated' play where children are able to choose whether to use activities inside or outside, is offered at every possible opportunity. The outdoor space offers experience in all areas of learning.

#### Prime areas of learning

Communication and Language	Personal, Social and Emotional Development	Physical Development
Children are encouraged to communicate with each other in a variety of forms. They can use a variety of role-play experiences to stimulate conversation by speaking and listening and following instructions given by another. Through the use of the outdoor area children can explore, investigate and range of resources and experiences to ignite their language development	Children are developing skills of turn taking, sharing, co-operating and responsibility in helping to tidy up. They are helped to develop the confidence to select and use new resources and activities independently. They are encouraged to persist with activities for extended periods of time.	Children are able to gain greater control over their movements by using equipment to jump on and over and go through. They use equipment to kick, throw and aim for. There are bikes, cars and prams to push, pull and ride.

#### Specific areas of learning

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Children are encouraged to explore the opportunities for reading and writing outside, they have access to a range of writing materials available for their use in different areas of the outdoor area. With bright signs and word cards they can explore phonemes and tricky words. A quiet and comfy area for the children to relax and look at a book: or investigate an item that they have found.	Children enjoy playing games that involve practical maths e.g. keeping score during a game. They are able to use equipment for sorting, counting and ordering. They build using large shaped blocks e.g. cubes, cones and cylinders. There are playground markings to encourage counting and number recognition.	Children are provided with opportunities to explore experiment, make, construct, devise, join and fix things, observe nature and the weather and find out about the place they live.	Children can draw, paint, make sounds and music and engage in different types of role play e.g. fire fighters, picnics and home play. They can explore different textures and use them to create 3D structures. There is a range of small world toys such as dolls house, cars and garage, dinosaurs and a farm.

## How and When?

**Outdoor activities are planned for on a daily basis building on the Early Years curriculum cycle of observe- assess and then plan to meet the needs of the children.**

A timetable is set up for staff to follow when working with groups of children outside.

Staff always consider safety and risk whenever they have children in their care, whether inside or outside. The following measures are taken to ensure children's safety outside. All checks are to be carried out on a daily basis and reports are to be shared with EYFS lead.

### **Safety Checks:-**

- Wood is checked for splinters
- The ground is checked for glass, litter or animal faeces
- Equipment is checked to make sure it is clean and has no pieces jutting out at child level
- Gates are checked to ensure they are secured.

### **Rules:-**

Children are taught rules for using equipment and are reminded of these rules daily

- Always behave in a sensible way – no pushing or pulling each other
- Use the equipment correctly and put it away when you have finished with it
- Wear appropriate footwear on the climbing equipment

We also have a designated Forest School area which the children enjoy learning in on a weekly basis.

Through Forest school sessions, an interest in the environment is fostered and self-confidence is built. Skills and attitudes learnt in these sessions are encouraged in everyday life.

## Who?

Each member of staff is active and involved in the interests of children outdoors. Their input is to:

- Play alongside the children in all areas
- Support and extend children's learning rather than supervising
- Encourage children to explore all areas of learning through the outside area
- Encourage children to play co-operatively
- Encourage children to take responsibility for selecting and returning apparatus
- Develop children's language
- Encourage children to make props to extend imaginary play
- Exploit learning within the children's choice of activity
- Encourage children to consider the needs of others
- Take responsibility for an area of the outdoor environment EACH, keep it safe, check for quantity and safety of resources and share any concerns with the EYFS lead.

EYFS leader will

- Monitor planning to ensure continuity of outdoor learning,
- Provide staff with advise and training to support outdoor learning
- Observe 'play' in the outdoor environment and provide feedback to staff

N Powell- EYFS Phase Leader March 2021