

# WINGROVE PRIMARY SCHOOL



## Policy Statement for Foundation Stage Outdoor Environment.

Date formulated: October 2019

Date for Review: November 2022

## **Intent**

We believe that all learning takes place as effectively in the outdoor environment, as it does indoors. We recognise that some learning can only be effective when achieved outdoors and that kinaesthetic learners are more likely to achieve when working outdoors. Outside, children develop motor skills and benefit from fresh air and exercise. They have the freedom to take responsibility and to display an enthusiasm towards learning, becoming aware of a wider environment and working in a less formal setting.

- To provide opportunities to interact with the wider outdoor environment.
- To provide opportunities to collaborate with each other, older and younger children and adults.
- To develop confidence to make choices and decisions in order to take risks and deal with errors in ways that promote learning.
- To make connections and to make creative links between different events, places, people and ideas.

## **The Early Years Foundation Stage Framework**

The natural way for children to learn is to play. In the Early Years Foundation Stage we plan, resource and support learning by extending play both indoors and outdoors. In playing outdoors, children behave in different ways: sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing, some - times they will be quiet and reflective as they play.

## **Implementation**

- **For the nursery.**
  1. Medium Term planning; the opportunities for working outdoors will be identified and linked to the seven areas of learning.
  2. Short Term planning; outdoor play opportunities, that will run throughout the week will be detailed on the weekly plan. The focus for play for daily activities will be detailed on the specific area plan and weekly plan.
- **For the reception classes.**
  1. Medium Term planning; the opportunities for working outdoors will be identified and linked to the appropriate areas of learning.
  2. Short Term planning; outdoor play opportunities will run throughout the week and will be detailed on the weekly plan. (Staffing ratios permitting.) The focus for play for daily activities will be detailed on the daily plans.

## **Cross Curricular Links**

In order to create a cohesive and meaningful learning programme for our children, we identify links during the planning stage and give children the opportunity to explore, investigate, discover, create, practise and consolidate their developing knowledge, skills, understanding and attitudes in all seven areas of learning. See EYFS Framework for further information.

## **Forest School - Teaching Methods and Approaches**

At Wingrove School we endeavour to provide an environment which is challenging, motivating and which encourages the children to reflect on their experiences and share them in discussion with others. Since September 2014, each class spends at least one session in our Forest School.

The teaching of the outdoor curriculum at Wingrove provides opportunities for:

- Small group work;
- Paired work, including mixed ability and similar ability pairs;
- Individual work.

The children will engage in:

- Decision making;
- Problem solving;
- Creative thinking;
- Imaginative play;
- Investigational play;
- Consolidation of basic skills and routines.

### **The adults will;**

- Encourage, support and extend the play;
- Challenge children to try out ideas;
- Value children's ideas;
- Encourage independent and collaborative play;
- Encourage the transfer of learning from one area to another;
- Follow the children's interests (as children have accelerated learning through self initiated activities).

## **Organisation**

The outdoor curriculum is planned for and delivered in :

- Growing area;
- Vehicle area;
- The adventure area;
- Forest School;
- The wider local area;
- The school grounds.

All the work undertaken is linked to the seven areas of learning.

## **Impact - Look, Listen and note.**

Observations of children's self initiated play will be linked to the EYFS and inform the Foundation Stage Profile. Assessment undertaken outdoors also inform the next cycle of planning thus ensuring a match of work to the needs of the children and ensuring progress. Assessments focus on;

- Written and visual observations made of children in free play;
- Photographic records;
- Verbal interaction between adult and child;
- Observations of spontaneous learning.

## **Equal Opportunities**

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all children. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the resources that we use with our children.

## **Children with Specific Needs (English as an Additional Language or Special Educational Needs)**

Where ever possible we aim to fully include all children so that they benefit from listening and participating with others in demonstration, discussion, exploration and free play.

Specific planning to meet the needs of some children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

## **Safety Rules**

The children are made aware through the school rules:

- Of the need to care and handle equipment safely;
- Of the need to take turns and share fairly;
- Of the need to respect other children's personal space.

## **Monitoring use of outdoor policy**

The policy will be reviewed annually in line with EYFS Framework.

## **Ideas bank**

### **The Vehicle area**

<b>Nursery and Reception</b>	<b>Links with Literature</b>
<b>Negotiating space</b> <b>Awareness of space</b> <b>Directions</b> <b>Taking turns</b> <b>Sharing</b> <b>Road Safety</b> <b>General safety</b> <b>Making choices</b> <b>Confidence building</b> <b>Steering</b> <b>Pedalling</b> <b>Risk taking</b> <b>Awareness of personal safety</b> <b>Co-ordination</b>	<b>Non fiction Transport</b> <b>Road safety</b> <b>PSED stories</b>

## Growing Area

Nursery and Reception	Links with literature
Gardening Weeding Digging Sowing/planting/watering Wearing appropriate clothing Hygiene Minibeasts Observation – magnifying lenses/pots Tools Smell/sound/touch gardens	Percy the Park Keeper by Nick Butterworth Hungry Caterpillar/Angry Ladybird by Eric Carle Titch by Pat Hutchins Jack and the Beanstalk Jasper's Beanstalk by Nick Butterworth and Mick Inkpen Out and about by Shirley Hughes

## Adventure Area

Nursery and Reception	Links with literature
Moving Spatial awareness Pathways Climbing Swinging Balancing Positional language Co-operation Co-ordination Confidence Imaginative and role play	3 Billy Goats Gruff Little Red Riding Hood Goldilocks and the 3 Bears Were Going on a Bear Hunt

## Outdoor classroom

Nursery and Reception	Links with literature
Activities related to the six areas of learning. Where possible extending indoor activities outdoor.	Dependant upon theme.

## The wider local area

Nursery and Reception	Links with literature
Visits/ Exploring the local area. Eg Park, Shops, Nun's Moor Community Centre, Street furniture, Bus trips.  Related to the six areas of learning. Where possible extending indoor activities into the wider local area.	Dependant upon visit.

## **Forest School and general grounds**

<b>Nursery and Reception</b>	<b>Links with literature</b>
<b>Mud kitchen Fire pit Forest Allotment Hedgehog hide  Weather watch Seasonal walks Sensory / observational walks Picnics The Big Toddle Games and yoga Imaginative play Moods and Feelings Reflection</b>	<b>Woodland stories and poems Mood and feeling stories and poems Action rhymes</b>