



Thomas(2023){Personalimage}

Part 2- 1,200 words

During the educational visit twenty-five children aged 3-7 years will be visiting the historic Bodnant Gardens accompanied with five adults to ratio the children visiting. When visiting Bodnant Gardens the open air, greenery and historic buildings will entertain all children and adults on the educational visit. Visiting the gardens will ensure the children are engaging with nature and are thriving with endless open-ended activities that can be accompanied and influenced by professionals when needed. There is a wide area to run around that circles around a rectangular pond which is open but not be swam in. Near the pond is a flower maze patch that is oozing with colours which shows the wildlife and how the insects feeds from the flowers. There is lots of wildlife to be seen around the gardens which has endless opportunities for children to develop mathematically and science here without introducing loose parts. By expanding the learning and introducing loose parts the children can extend their play and are free to use their imagination within boundaries that the grown-ups have set up in place. Experiences like being in the outdoor encourages the children to engage with themselves and develop self-confidence and worth as they can learn at their own pace, challenge their fears and can push themselves to their known limit. Experiences like this might also be very new to lots of children as they are not introduced to open spaces like these and are limited to being indoors as they have no garden space at home therefore for those children experiences are extremely overwhelming but beneficial as children can grow when given chances and opportunities.

Bodnant Gardens has endless areas to run, roll, skip and slide around the gardens which has slopes and flat spots. This simple activity is free and opens doors on science questions and observation as the children and adults can discuss while playing. Taking part in such activities will boost children's physical development as well as their motor skills, sensory, curiosity. By rolling and running around the children can enjoy themselves and learn about gravity and gradient. As they roll down a slope or on a flat stop an adult's role could intervene and ask the children "Why are you rolling faster when you are going down a slope?" "What is making you go faster?" "What is the difference when you are rolling on a steady slope rather than a hill? Compare?"

By using metacognitive talk, you are opening children's minds to expand further and get them thinking and exploring even further.

The New Curriculum (2022) supports this area of learning as they are guiding adults to explore and give children options and experiences to explore and develop their curiosity in Maths and Science. Samuelsson and Kaga 2008 state the need for outdoor learning is needed from early on as it shows positive outcomes in developmental findings. Children will develop later in life fostering values in attitudes, skills and behaviours that will support a sustainable development.

The children will have endless time to explore and experiment their open-ended play. At the beginning of the session the adults will include a introduction and safety rules. A responsible adult will be at each exit or dangerous spots that are around like the pond to ensure that there are no accidents and children deciding to jump in the water. The adults will be there to guide and answer any questions the children might have about the pond. Questions can be asked by either side to develop

Mathematical and science curiosity. The children might ask to go in the pond. Then as the role of an adult they would explain the importance of not going in and giving useful information in regard to why and how could depth of the pond be a problem if a child was to go in. Also questions like "What animals live in the pond?" "Why do they live in the pond?" .

The children will have time to explore their surroundings and free play. There will be some loose parts available for the children to expand their play further. Those loose parts will include recycled egg cups, watering cans and gardening tools. By including these natural loose parts, the children will be able to use their imagination and water the grass/plants/ earth. Children are believed to be able to find a lot more activities or ideas they can do with the natural objects than adults. By communicating with the children the adults are able to see children at a different light and explore their ideas further but not stepping on their toes. The children can explore and collect various objects they find around them and collect them in their egg cups. Natural objects they might find will include leaves, stones, twigs, bugs, flowers. The activity then can be explored further by children using the natural objects they have found and be able to count them, sort them in different orders or shape, size, textures. Mathematical and science will be promoted by these activities in the outdoor as the children are able to develop skills like counting and collect natural objects. They might also be able to go on a bug/flower hunt and draw picture or circle a picture of leaves, creatures, flowers they find. Further activities can follow the activity in Maths and Science by using the natural objects they have found and discuss the science behind the object. Questions can be asked like "Where do insects come from?" "What do they feed from?" There is endless questions that could be asked. It is important that the grown ups are sensitive to the children's learning and can intervene and ask questions when needed as children's freedom to explore and learn is paramount. The UN Convention (2013) of rights state play is a fundamental and a vital dimension to children's pleasure. It is important and essential aspect of childhood that includes developing physically, cognitive, emotionally, and spiritual development.

Children will come up with lots of play ideas and imaginative thinking whilst being outdoors. Outdoors is an area that is pushed upon all curriculum phased schools as seen in the New Curriculum (2022) All schools must give children the opportunity to be able to have time to learn outdoors and all different skills including Maths and Science.

The environment is open to all children. In places where there are steps, there is also footpaths that are accessible for wheelchairs users to follow. The outdoor is for everyone and beneficial for all children. Froebel (2019) believed that outdoor learning is beneficial for every child as they thrive when they are given stimulating environments that engage all their senses. The UN Committee of the rights (2013) of the child states under Article 23 highlights that inclusive education and free play are mutually reinforcing and should be facilitated every day by law. All children have the right to play and inclusion. All activities arranged are SEN friendly. The children are free to explore and are all able to use the natural objects that are used. Loose parts as stated by Nicholson (1973) are accessible for every child and in this scenario the children can collect their natural resources outdoors.

There are many activities that can be explored here, that is with including loose parts as a optional extra and every activity is inclusive to every child. The activities

discussed above are beneficial for the children to develop socially, physically, and mentally. When they are exploring, they are developing mathematically and physically by communicating with their peers what they see and hear. How many different shapes they can see on the building. They are learning to count, compare, discuss, learning new things that they might not know before like the flowers or insects. Being able to play encourages children to use their imagination, build cognitive skills, acquire social skills to help build the child holistically. Outdoors play promotes holistic learning as it improves children's physical health and sets them up for success in the future. Outdoor learning is a holistic approach as it allows the children and adults to be able to interact emotionally, personal, physically with themselves and their peers. The holistic approach is focused and used in the Scandinavian approach as they use the curriculum to guide them but do not bound by it. Their beliefs that children develop more successfully out the classroom than in the classroom which is shown to be successful as many countries are benefiting from outdoor learning. Vygotsky and Steiner state outdoor learning is the future for successful children of the future.

The New Curriculum (2022) concludes that outdoor learning is beneficial to all children attending school as it helps children to build confidence and become good citizens of the future. It allows childcare settings to provide unique experiences that that enhances the four purposes of the Curriculum.

Part 3- Risk Assessment 1,000 words

Risk Benefit Assessment

Location :- Bodnant Gardens

Assessor :- Connie Thomas

Date:- 1st of October 2023

Experience exploring outdoor space in photograph	How will young people BENEFIT from this activity?	Hazards and associated risks	Who is at risk?	PRECAUTIONS in place to reduce the risk of injury	Overall risk after precautions rating – L/M/H
Pond	Exploring pond life, stimulate their senses by being in touch with natural wildlife in the pond	High risk of drowning if left unattended	Children	Having enough adults to ratio the children Having extra supervision by the pond at all times. Warn the children of hazards of pond and place cones or stones for children not to go beyond the stones. Bringing extra set of clothes just in case there is any accidents. Also informing the parents before	Low

				hand for the children to bring extra clothes.	
Flowers	If permitted pick daisy flowers or various flowers seen. Learn about wild flowers growing and the circle of life with bees pollinating	Children eating the flowers, Stung by bees if too close, grass snakes in wild fields, stinging nettles within the flowers	Children	Supervision at all times by adults. Making children aware before hand of the risks and importance of wildlife Any medication or allergies letter been sent out to ensure if there is a allergy that there is correct medication to take.	Low
Grass space	Free play to run, roll, skip around- get to develop physically	Pot holes overgrown by grass, headrush from rolling around, Hazards in the grass, Area big and children wondering off or getting lost.	Children	Following procedures and keeping eye on the children at all times, joining in with them in running around and rolling and explaining and asking questions. Spare clothes. First aid kit in case of any accidents.	Low
Historic Building	Learn about history, Mathematica I and science learnt through shapes and sizes, Textures of the building, gradient and science	Children breaking the windows of house, going into the house if not allowed or permitted too.	Children , general public	Checking before hand if allowed access into the building, taking the children in pairs into the building if allowed, discussions in groups in front of the building	Low

	behind the building				
Gondola and statues		Statues falling on child, or children being forceful and braking or pushing something they are not meant too	Children , general public	Adults supervision at all times Children explained the rules or what they can and cant do	Low
Steps and pathways	Be able to count the steps, use natural resources as a game to sort out on the pathways	Children falling over, missing steps, getting lost when wondering and exploring	Children , general public	Supervision by adults at all times not always intervening but observing at all times First aid pack to ensure any injuries that may occur	Low
Exposure to weather	Be able to expiriance all types of activities regardless of the weather conditions as long as appropriate clothing is provided	Cold injury, Heat injury, Over exposure to the sun	Children and staff	Consider possible weather conditions before hand and play appropriate progamme Plan ahead for the children who will not bring spare clothes- check before departure/ pack spare clothes Daily weather forecast obtained and plans adjusted accordingly Provide clear information	Low

				about suitable clothing and equipment to pupils and parents	
Indirect/ remote supervision around the pond	Learn about the pond and the importance of being safe	Injury, drowning , death	Children	Check location is suitable for this mode of supervision Ensure all children are sufficiently briefed. All adults supervising the pond at all times	Medium
Illness or Injury		Illness and injury	Children and staff	1 st aid cover accessible and appropriate Emergency contacts arranged First aid and travel sickness equipment carried	Medium

Part 4 – 1800 words

The aim of this part is to evaluate in depth the importance of the role of the adult in supporting children in the outdoors by creating and enabling environments that are going to engage and encourage Mathematical and Science concepts by enabling the children to develop and stimulate their creativity and minds.

In order for the child to develop a influenced adults contributions to child led play is vital. Vygotsky (2019) agrees that child led play is just as important as adult influenced to ensure the children are developing socially and emotionally. The adult role will be there to engage and interact with the child. They will know when to intervene and when to set open ended questions for the children to develop and learn. The role of an adult is paramount to a child's development in every sense. The skills required to be able to guide and teach children to grow and develop at the right balance can be tricky. Children look up to grown-ups for guidance and reassurance at all times so it is important that the professionals are confident and are understanding of the New Curriculum (2022) and are given the correct training in Maths and Science in order to teach the children confidently as some adults may not be confident from their past or might lack In outdoor mathematical and science led activities therefore will not have the knowledge and confidence to pass on.

Nicholson (1971) proposes for children to be inventive and creative they should be encouraged and introduced to numerous natural materials that can be moved, carried, combined, stacked, lined up, redesigned, taken apart, and put back together with no directions or instructions to enable creativity and empower children. Furthermore Smith (2019) suggests that children develop science and mathematical skills by being provided with stimulating areas that allow children to be curious and discover through active learning. Moreover Froebel (2016) built his philosophies on the values of outdoor learning and the importance of being outside in nature and its importance and influence of the mathematical and science concepts in the outdoors. Froebel (2016) placed that children need space and light in order to learn effectively. He states that children learn and develop understanding of the world through direct experience with it therefore believes that through nature walks and gardening that children thrive and develop. Froebel (2016) believed that the role of a adult is paramount to a child's development and can impact massively on the child's imagination as he believes learning in the outdoors has a significant role and part to play as important as a 3rd teacher in the experience. Moreover Malaguzzi (2019) also believes that the environment is a third teacher in the development. Both theorists state the value of child led activity and the importance of adults on playing a role in their development by influencing play and giving them freedom to explore, discover and create for themselves whilst offering sensitive guidance. The focus to observe development through play rather than structured lessons are more beneficial for the children as stated by Froebel (2016).

Froebel (2016) believes children develop effectively when they are given space and can grow at their own pace rather than structured lessons. Self-motivation can help children progress effectively when they are given chances to make mistakes and be able to learn from trial and error. The adult's role importance to ensure that children have a space outside to be able to take care of something and nurture it in order to

learn the process of looking after something and watching it grow. By ensuring these children can learn about hard work and see what they can achieve. Furthermore, in Wales the New Curriculum (2022) promotes curiosity key in the curriculum to enable children to develop creatively in the outdoors. Both Mathematics and Science play and contribute to the four purposes of the curriculum. The New Curriculum (2022) states all children's practitioners should encourage curiosity and metacognitive talk in the outdoor environments as it encourages and helps develops a child's understanding to Mathematical and Science by being open to exploration. Metacognitive talk is one of the most effective learning methods that are used collectively to develop language, thinking process and reasoning skills. According to Piaget (2018) the role of a adult is being able to express and talk through your decisions by asking questions and talk through your ideas.

Outdoor learning encourages the children to broaden their thinking. By giving children open ended resources like loose parts it encourages and stimulate children to use their imagination and engage in creative thinking which supports Mathematical and Science thinking. Nicholson (1971) believes loose parts creates richer environments for children to be able to play with what they want to play with at their own terms and go wherever curiosity takes them. Furthermore, Steiner and Montessori advocate Nicholson (1971) way of learning as they believe children need real life experiences to be able to acquire life skills. Natural environments create boundless loose parts which gives children more play possibilities than a play yard but believes that all these places can be influence and enriched with loose parts. According to Gibson (1979) environments that are influenced by objects have value to them are unique and create unique experiences to those who are introduced to them. As the adults create experiences including loose parts it is important for the adult to know when to intervene sensitively as studies show that playing outdoors not only has positive physical and emotional outcomes on children but adults also. Playing outdoors entails the adult to see the children in a different light and can strengthen bonds between child and adult. The adults need to acquire a playworkers frame of mind in the sense of intervening when necessary, acting according to the pupils and understanding how to observe and act on children's behaviour by creating challenging and engaging play spaces.

Research shown by O'Brien and Murray (2022) shows a increase in self-confidence, self-esteem and the positivity towards learning in children who have access to outdoor learning. Moreover Gill (2022) agrees and states that it shows children who have access to outdoor learning also are seen more confident, social skills, communication, motivation, physical skills, knowledge and understanding to learning. Similarly, a National Literacy Trust (2022) states that quiet children that have entered the forest school schemes have found their voice and gained mass amount of confidence due to outdoors. Evidence shows within a safe environment outdoors children can face fears, push boundaries and experiment with resources they might not come across from modern poverty homes. This gives all children options and opportunities to broaden their learning circle and gain self-confidence. Not only children but outdoor learning is influencing SEN children also. Research from NLT (2022) shows that children with SEN also develop from being outdoors. Being outdoors can boost self-confidence, overcome challenges, learn new skills, and build resilience. Larsen (2018) states that natural outdoor environments are proven to reduce stress, support cognitive functions and enhance emotional resilience.

Similarly, Glanville (2023) suggests outdoor learning allows the children with SEN to be able to build opportunities for social skills and independence. Furthermore, a report from the guardian (2016) states that outdoor experiences are beneficial to all children including SEN as it boosts a happy, healthy mentality and well-rounded children.

Challenges can occur in settings due to lack of resources, ratios, space, experienced staff, or general confidence. How the adult engages with the children will result on how the child benefits from the experience. Vygotsky (1978) believe children learn through interacting with the environment. Therefore, there needs to be positive influences in the workplace working together to ensure that the children are getting to develop to their full potential. Working together is proven to work by theorists like Vygotsky. His scaffolding theory is put upon a child's needs have been met by a more informed individual. It allows the child to learn content they wouldn't have been able to process on their own. The process is a learning concept of the zone of proximal development. It shows that the child can succeed better with the help from a adult. The adult needs to have knowledge and skills beyond that learner, social interactions, and scaffolding resources to push and exceed the child's skills and potential. The activities provided by the adult need to be consistent and researched to see results and therefore why outdoor learning is so effective. To reduce challenges adults, need to observe children to be able to understand where the children are at their development stage and be able to intervene when needed. By observing children, they can find out strengths and weakness and be able to make a personal plan on how to improve. By being outdoor this allows the adult to see the child from a different light and able to engage their learning further due to calmness of the outdoor. This is a theory Froebel (2022) believed in as observing children allows the adult to be familiar with the individuals development and relationships with other children. Through observation adults learn about why and when children do things.

Tovey (2017) states if learning is not fun, meaningful, or relevant then there is nothing. This is where outdoor learning is beneficial and so many kindergartens, forest schools and the New Curriculum (2022) includes the must of outdoor activities as it encourages the children to push themselves. The Education Scotland (2022) follow the Froebel theory If you focus on something then it will grow Bahktin (1993) . If children aren't given opportunities by grown-ups, then they will not grow. A pedagogy that both Froebel and Tovey agree.

To conclude the evaluation, yes, the influence of the adult does nurture children to grow and develop through Maths and Science in the outdoors. Engaging with children is paramount and can affect the child's outcome in the future. Many theorists agree with the benefits of outdoor play as stated above and it is proven that children will grow with encouragement and the right role model.

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