

| Component 1: Activity Plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                      |                                                                      |
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| Activity: Outdoor Exploration Play.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                      |                                                                      |
| <i>Number of children:</i> 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Age of children:</i> 4-year-olds. | Number of adults: 3 Adults. One Teacher and Two teaching assistants. |
| Location: School Woods.<br>(at the bottom of the school field is an open woodland area, which the children can walk to from the school field.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Preparation time:<br>1 Hour.         | Activity time: 2.5 - 3 Hours.                                        |
| <p><b>Resources:</b> The woodland needs to be set up into seven areas, all of which need separate resources. All resources are available from the woods or the school storeroom. Water can be filled from the school cafeteria and taken to the woods using plastic containers. The woodland is an open space with plenty of room, ensure all resources are spread out in a circle and the loose parts play is down the middle with plenty of room for the children to enjoy.</p> <p><b>Area 1: Focus: Gardening:</b> A plank of wood and a old plastic tray (to use as a table and place all gardening on top), 4 Pots, 2 packets of seeds, 1 bag of soil, 4 watering cans, 4 trowels, and 4 small spades.</p> <p><b>Area 2: Focus: Exploring:</b> 3 Magnifying glasses, 3 camera's, 3 compasses, and 3 bug collecting trays. Place all items onto the grassed area.</p> <p><b>Area 3: Focus: Creativity:</b> 1 large piece of Recycled paper for tracing- attach around tree and take 1 pack of coloured chalks, 1 pack of crayons and 1 roll of masking tape with you to stick and attach to the tree.</p> <p><b>Area 4: Focus: Loose Parts:</b> 3 Buckets, 3 mini wheelbarrows, 3 water trays full of water- add stones, leaves and soil into the water. 4 old saucepans, 4 pots, and 4 sets of old utensils. 5 plastic pipes, 5 baskets and 5 ropes.</p> <p><b>Area 5: Focus: Physical area:</b> Lay out 4 logs for children to walk on and balance on. place 4 hoops on the ground and 4 old sacks for sack race – ensure area has plenty of room for movement.</p> <p><b>Area 6: Focus: Natural Portraits:</b> Take 1 box of salt dough, gather 20 sticks, 20 stones, 20 leaves, 10 feathers, and 10 flowers.</p> <p><b>Area 7: Focus: Natures crowns:</b> 1 Piece of Tarpaulin, 1 roll of Masking tape, 15 loose stones, 15 sticks, 15 flowers, and a large pile of loose grass (Use the cut grass from the school field).</p> |                                      |                                                                      |

**For seating**

Use 5 logs and take tarpaulin for children to sit on while having snack and drink time.

**Additional items to take:**

- 1) First Aid Kit.
- 2) A mobile phone with a contact number in case of an emergency.
- 3) The classroom camera to take images of the children at the experience.
- 4) Staff drinks.
- 5) Tissues and Wet wipes for any accidents and for the children to use if they wish.

**Aim/s of activity:**

The aim of the activity is to allow children to explore the woodland area, encourage choice and offer space. Resources have been added to the natural area, however, they are there to be used if children wish and have no specific outcome. Children can use all the items and resources as they wish, and the role of the adults are to be watch and observe.

**Health and safety:**

- Check pots and pans have no loose metal and are in working order.
- Check the mounted areas are not slippery or if they are, ensure an adult supervises children when playing on them.
- Check all plant pots for cracks in case of injury.
- Check small spades are safe to use.
- Check magnifying glasses and bug collecting trays are all usable, in good use and not chipped at all.
- Ensure obstacle course is safe to enjoy, check for any slips, trips or falls around the area.
- Check all sticks for loose parts or any obvious splinters.
- Ensure seating is secure and safe for children to use.

**Links to Outcomes:**

The experience has been planned to include all child-led play and learning.  
The activity has links to the Wales Foundation Phase curriculum, for 4-year-olds including:

**Show an understanding of basic concepts to include over, under, behind (Welsh Government, 2015).**

This could be achieved using the wheelbarrows, logs, trees, and stones in the activity.

**Take part in activities alongside others (Welsh Government, 2015).**

The activity provides lots of opportunities where children can take part with other children.

***Take part in activities alongside others, with some interaction (Welsh Government, 2015).*** The activities are set up to encourage curiosity and discussion amongst the children and adults.

**Express themselves creatively and imaginatively (Welsh Government, 2015).**

The experience is open to creativity, encourages child-led play with no specific outcome, therefore could encourage the children to use their imagination and think creatively.

**Select appropriate equipment and resources (Welsh Government, 2015).**

The experience includes many open-ended resources, which could encourage children to choose equipment and items independently.

**Count reliably up to 10 objects (Welsh Government, 2015).**

The experience includes many items, which would provide the children with the chance to be able to count to more than ten using all different objects.

**Understand and use the concept of 'one more' or 'one less' in their play (Welsh Government, 2015).**

The experience includes a large variety of different items, which can be moved from one space to another very easily, this could lead to children learning more about the concept of one more in play.

**Use direct comparisons with: – length, height and distance, e.g. longer/shorter than – weight/mass, e.g. heavier/lighter than – capacity, e.g. holds more/less than (Welsh Government, 2015).**

The activity includes resources including sticks, logs, planks of wood, trees, stones, water, mud, pans- all of which can be used to measure length, height, can be shorter or longer than others and can hold more or less. An example of this is the water can be put into the pans, stones can be added to this to view if items sink or do not sink.

**Differentiation:**

*The woodland area is accessible for all children and adults, with plenty of space for everyone to enjoy. The experience is inclusive for all children. A variety of choice enables all children to get involved as they wish.*

**Role of adult/adults:**

The role of the adults is to observe the children throughout the woodland experience. Offer support when needed and guidance when required. It is important the adult allows children to make choice, to observe and allow this to be a child-led activity. The activities should be set up in the shape of a circle, so that all adults and children can see each other easily, however ensuring there is enough space for all children to play and explore.

**Step 1:** Contact the parents of the children to make them aware of why we are holding an experience for the children prior to the day - this will give time to ensure children have appropriate clothing, such as wellies and waterproofs in school. Complete a risk assessment in line with the school requirements.

**Step 2:** Look over the woodland area for any items or rubbish which may have been left which could harm children- take for example a sharp plastic bottle or a broken can. If any are found, remove, and recycle appropriately. Do this prior to setting up the activity. Set up all activities 1 hour prior to the experience. Ensure everything is spaced out and all the resources are accessible for the children. Check over areas for health and safety and consider all risks.

**Step 3:** Ensure all children have appropriate clothing on or with them on the day, before you leaving the classroom to walk to the woodlands.

**Step 4:** Ensure all children have water and a snack to bring with them before leaving the classroom.

**Step 5:** When leaving the classroom, guide and walk the children across the school field safely. 1 adult to 5 children ratio.

**Step 6: Class Teacher only:** When arriving at the school woodland, it is the teacher's role to discuss all the activities which are available for the children and explain to the children that they can choose what they would like to play with and to enjoy them as they wish. At this point it is essential the teacher explains how we must look after our woodland area, by being kind to any creatures we may find, any flowers we may pick and a reminder to the children of how we share this space with each other. It is important a reminder of the no throwing rule is discussed with the children at this point, to remind them of how by throwing stones, mud or twigs could be harmful for children and adults. A reminder of how we must not eat any items we find in the woodland is important here. Using open ended questions for the children to answer to ensure all children fully understand.

**Step 7:** When the experience starts, the Class Teacher and Two Teaching Assistants are to ensure they spread out to observe the children. One teaching assistant to supervise the slippery and wet hilled area when the children may climb the tree's, and the other two teachers to spread out and offer support to children when needed. The aim of the activity is to be child-led throughout. All teachers should observe children and support children when needed, however not seek any specific outcome. It is important teachers remain enthusiastic and curious when and if the children seek any support. An example of this is if a child would like your help to lift part of a branch to see what is underneath, if any creatures are found learn about the creature with the child- rather than telling the child what the creature is. It is important the staff remain positive if and when a child takes a risk, such as climbing on one of the branches, using positive language to encourage the child rather than refer from the child taking the risk.

**Step 8:** An hour into the experience all children and teachers should come together to sit on tarpaulin and loose logs for snack and drink time. Use this opportunity to discuss what we can see in the woodland.

**Step 9:** 15 minutes prior to the end of the experience, gather all children together to discuss what they have enjoyed most about the experience. Including questions such as what they would like to do again? and how they think we could do it differently next time? Are there any resources which the children would like us to include next time? All rubbish to be collected and everything to be removed which was added- including the paper on the tree, and all man-made items taken to the woodlands.

**Step 10:** To walk the children safely back to the classroom, 1 teacher to 5 children ratio, ready for the end of the nursery morning.

**The Activity:**

All activities need to be set up with plenty of room between them, there are 7 activities in total, which need to be set up in a circle.

**Area 1: Focus: Gardening:** Safely place the plank of wood on top of the crate to make a table which is reachable for all children. Place all resources on top of the wood, in no specific order ensuring everything is ready to use.

**Area 2: Focus: Exploring:** Place all items onto the ground, in area with plenty of room. Ensure all items are easy for the children to pick to start exploring.

**Area 3: Focus: Creativity:** Attach the recycled paper to the tree, using masking tape. Place securely, however safely ensuring the tree is not damaged in anyway. The height should be which children can reach. Place the coloured chalks and crayons near the tree trunk, which children can use as they wish.

**Area 4: Focus: Moving Objects & Loose Parts:** Place all resources on the floor of the open woodland area, with no specific order. All items must be easily moveable and at children's reach.

**Area 5: Focus: Physical area:** Carefully balance the 4 logs safely for the children to walk across, with plenty of room. Place hoops on the floor and sacks.

**Area 6: Focus: Natural Portraits:** Place the Salt dough onto tree stumps near the large left tree (this provides a small table area for the children to use if they would like). Place all other items on the tree stumps for the children to use as they wish.

**Area 7: Focus: Natures crowns:** Place the piece of Tarpaulin down, with room for the children to sit if they would like and all items laid out.

|                             |                              |                     |            |
|-----------------------------|------------------------------|---------------------|------------|
| <b>Location / Activity:</b> | Outdoor Exploration          | <b>Date:</b>        | 23/04/2021 |
| <b>Assessor:</b>            | Mrs Stevens: Primary Teacher | <b>Review date:</b> | 23/10/2021 |

| <b>ACTIVITY</b>               | <b>How will young people BENEFIT from this activity?</b>                                                                                                                                                                                                                                              | <b>Possible hazards</b>                                    | <b>Who is at risk?</b>     | <b>PRECAUTIONS in place to reduce the risk of injury</b>                                                                                                                                                                                                                                                                               | <b>Overall risk RATING: L/M/H</b> |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Planks of wood to balance on. | The planks of wood allow children to practice their balance by standing on them, walking across them and this could support physical literacy. By using the planks of wood, it could provide children with the opportunity to problem-solve, by moving the wood independently or with other children. | Slips, trips and falls.<br><br>Cuts, grazes, or splinters. | Young children and adults. | <ul style="list-style-type: none"> <li>All wood to be checked over for splinters.</li> <li>The wooden planks to be placed in areas which children can safely use them.</li> <li>Adult supervision is required while children are using the planks of wood.</li> <li>Area is to be kept clear from any obvious trip hazards.</li> </ul> | L                                 |

| ACTIVITY            | How will young people BENEFIT from this activity?                                                                                                           | Possible hazards                    | Who is at risk?            | PRECAUTIONS in place to reduce the risk of injury                                                                                                                                                                                                                                                                                                                                                                                          | Overall risk RATING: L/M/H |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Humps in woodlands. | The humps in the ground are beneficial for the children to jump over, roll over or slide down. This could support children's balance and physical literacy. | Slips, trips, falls. Twisted ankle. | Young children and adults. | <ul style="list-style-type: none"> <li>Adults will supervise children while using or sliding down the humps.</li> <li>If the weather has been raining, the humps are more slippery, therefore an adult will ensure children can slide safely and tarpaulin will be added to avoid children slipping too far.</li> <li>Discuss with the children beforehand how we must take care and try to take our time going over the humps.</li> </ul> | L                          |

| ACTIVITY   | How will young people <b>BENEFIT</b> from this activity?                                                                                                                                                                                                                           | Possible hazards                                                  | Who is at risk?            | PRECAUTIONS in place to reduce the risk of injury                                                                                   | Overall risk RATING: L/M/H |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Plant Pots | Children can use the plant pots to fill with items, use them to plant seeds if they wish, fill with water or even stack. This could support children's fine motor skills, provide them with the opportunity to use their imagination and gain the concept of one less or one more. | Small chips or cracks in the pots which could cut or scrap hands. | Young children and adults. | <ul style="list-style-type: none"> <li>All plant pots must be checked over in case of any chips, cracks, or sharp edges.</li> </ul> | L                          |

| ACTIVITY                       | How will young people BENEFIT from this activity?                                                                                                                                                                                                                                                        | Possible hazards                                                                                            | Who is at risk?            | PRECAUTIONS in place to reduce the risk of injury                                                                    | Overall risk RATING: L/M/H |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------|
| Old Saucepans, pots, utensils. | Children can use all these resources as they choose. The resources could support children fine motor skills, gross motor skills and encourage problem solving. An example of this is the pans could either be filled up or emptied or even used to make music with, by banging the utensils on the pans. | Cracks, marks, chips, handles wobbly, rust, sharp edges. All of which could cut, scrap, mark or harm hands. | Young children and adults. | All equipment to be checked over for any harmful areas. Any equipment to be changed, replaced, or fixed if required. | L                          |

| ACTIVITY       | How will young people <b>BENEFIT</b> from this activity?                                                                                                                                                                                               | Possible hazards                                                                                            | Who is at risk?            | <b>PRECAUTIONS</b> in place to reduce the risk of injury                                                                                                                                                                                                                                                           | <b>Overall risk RATING:</b> L/M/H |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Climbing trees | The woodland has 3 trees which are accessible for the children to climb. The trees provide the opportunities for children's physical literacy to be supported. The trees provide an opportunity for the children to be able to take risks and explore. | Falling from the tree and injuring yourself. This could cause cuts, bruises or head injuries, broken bones. | Young children and adults. | Adults to be supporting children while climbing, offering support and guidance if required. Supervising and guiding children when climbing. If the bottom of the tree's are slippery due to wet weather, cover with tarpaulin to reduce slipping. Discuss with the children how we can reduce our risk of falling. | M                                 |
| Loose sticks.  | Sticks could be used to encourage children's imagination. Provide the opportunity to explore, use the sticks as they wish which could support children's fine motor skills, creative skills and imagination.                                           | Splinters.                                                                                                  | Young children and adults. | Sticks should be checked for any loose parts of wood, edges or rose thorns before used on the activity.                                                                                                                                                                                                            | L                                 |

| ACTIVITY                                    | How will young people BENEFIT from this activity?                                                                                                                                                     | Possible hazards                                           | Who is at risk? | PRECAUTIONS in place to reduce the risk of injury                                                                                                                                                                                               | Overall risk RATING: L/M/H |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| The woodland area may contain wild berries. | The woodland could encourage children's curiosity towards nature, and it could encourage children's imagination. The woodland provides the children with the chance to learn about the natural world. | Children eating harmful berries, which could be poisonous. | Young children. | Teachers must discuss with children how berries should not be picked at the woodland and they are not to be eaten. Expressing the seriousness of the nothing in the mouth rule and attain understanding back from the children they understand. | L                          |

| ACTIVITY                                         | How will young people BENEFIT from this activity?                                                                            | Possible hazards                                                                                               | Who is at risk? | PRECAUTIONS in place to reduce the risk of injury                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Overall risk RATING: L/M/H |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Litter left on floor of woodland or in the area. | By visiting the woodland area, this could support children's physical development and an understanding of the natural world. | Children could pick up litter which may harm them. Such as sharp plastic which could cut, scrap or mark hands. | Young children. | Before the activities are set up, the teachers must search the area for any litter which may have been left there, which could be of harm.<br>To protect the children from any rubbish that maybe a risk, teachers must discuss with the children if they do find any unfamiliar items, they must let the adults know straight away and the adult will need to safely remove the item. An example of this could be a can of drink which has been left, this has sharp edges which could cut, graze or hurt young children. | L                          |

| ACTIVITY            | How will young people <b>BENEFIT</b> from this activity?                                                                                                                                                      | Possible hazards                                                                 | Who is at risk?            | <b>PRECAUTIONS</b> in place to reduce the risk of injury                                                                                                                    | Overall risk <b>RATING:</b> L/M/H |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Low Lying branches. | These could support the children's physical development. By climbing under the branches, over the branches and practicing balance. By children practicing balance, this could support their vestibular sense. | Trips, slips or falls. Cuts, splinters or sharp edges which could harm children. | Young children and adults. | Adults will be supervising while children are on and near the low-lying branches and they will be check before hand for any obvious sharp edges, wobbly parts of splinters. | L                                 |

| ACTIVITY           | How will young people <b>BENEFIT</b> from this activity?                                                                                                                                                                                                                                                                                         | Possible hazards                                              | Who is at risk?            | <b>PRECAUTIONS</b> in place to reduce the risk of injury                                                                                                                                                                                                                                                          | Overall risk <b>RATING:</b> L/M/H |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Playing with mud.  | Support fine motor skills, multi-sensory learning, and an aspect of how the world works. Children can use their fingers, hands and play with the mud anyway they would like. Mud could lead to discussions between the children and adults, for example why we have mud? Or what happens when mud gets wet? Or even what creatures live in mud?. | Sharp objects or items in mud. Mud being thrown.              | Young children and adults. | Adults to search through the mud before the children can play with it to ensure or any sharp or harmful items which could cause harm. Adult to remind and discuss with the children why we do not throw mud and explain it may hurt another child if they do. Ensure this discussion is given before play starts. | L                                 |
| Mud or soil areas. | Could support children's fine motor skills, build on creative skills and provide open ended play.                                                                                                                                                                                                                                                | Animal mess which could cause serious harm such as blindness. | Young children and adults. | Before activity starts a look around the mud and soil areas is required to ensure there is no visible mess in places when the children will be playing.                                                                                                                                                           | L                                 |

| ACTIVITY   | How will young people <b>BENEFIT</b> from this activity?                                                                                                                                                                                                      | Possible hazards                                   | Who is at risk?            | <b>PRECAUTIONS</b> in place to reduce the risk of injury                                                                                                                                                                            | Overall risk <b>RATING:</b> L/M/H |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Loose Rope | Loose Rope can provide children with the opportunity to move, tie, walk on, balance, go under or over. This could support children's physical literacy and development. If the loose rope is tied up high, this could lead to children falling from a height. | Rope burns. Falls, cuts, bruises, grazes.          | Young children and adults. | Before the activity starts, discuss with the children how we can safely enjoy the ropes. Ensure an adult supervises when children are swinging from ropes. Ensure landing area is soft for children to play on- such as soft grass. | L                                 |
| Baskets.   | Baskets can support children's fine motor skills, the concept of one more or one less. Counting and provide children with the chance to be physically moving items from one place to another.                                                                 | Broken wicker could lead to scraps, cuts or marks. | Young children and adults. | All baskets to be checked over for any breaks before being set up.                                                                                                                                                                  | L                                 |

| ACTIVITY       | How will young people <b>BENEFIT</b> from this activity?                                                                                             | Possible hazards                                          | Who is at risk?            | <b>PRECAUTIONS</b> in place to reduce the risk of injury                                                                       | Overall risk <b>RATING:</b> L/M/H |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Plastic pipes. | Pipes in loose parts play can support children imagination. They can be filled up with water, used as weapons, or wands. Support gross motor skills. | Broken plastic would lead to scraps, cuts, marks or harm. | Young children and adults. | All baskets to be checked over for any breaks before being set up. Any broken pipes to be removed from the activity if broken. | L                                 |

| <b><u>COMPONENT 3</u></b><br><b><i>Issue / environmental feature</i></b> | <b><i>Damage that could occur</i></b>                                                                | <b><i>How to lessen negative impact</i></b>                                                                                                             | <b><i>Resources needed</i></b> | <b><i>Who is responsible</i></b> |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------|
| Rubbish from children's drinks and snacks.                               | Rubbish left on the ground could damage the environment. The rubbish could also cause wildlife harm. | Ensure we take the rubbish back to the school with us and place in the recycling.                                                                       | Rubbish bags.                  | Adults and children.             |
| Collecting flowers.                                                      | Protected flowers may be picked.                                                                     | Discuss with the children the importance of not picking protected flowers such as bluebells.                                                            | N/A                            | Adults and children.             |
| Making tape being attached to the tree.                                  | Tape being left on the tree which could damage the bark.                                             | Ensuring that all masking tape is removed safely when leaving.                                                                                          | N/A                            | Adults and children              |
| Bug Hunting.                                                             | Bugs could be accidentally killed.                                                                   | Discuss with the children how we must care for bugs and be very careful. Explain we can take photos of the bugs we find instead of taking them with us. | N/A                            | Adults and children              |
| Seats- Tarpaulin being used.                                             | Flattening grassed areas and damaging any flowers.                                                   | Ensure the tarpaulin is placed on an area with no plants. The area is only used for the set time and then removed to avoid ant                          | N/A                            | Adults and children              |

|              |                                                                                                          |                                                                          |     |                     |
|--------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----|---------------------|
| Loose parts. | Loose parts being left on the woodland, which could lead to being a danger for small insects or animals. | Count them in and count them out to ensure everything taken is returned. | N/A | Adults and children |
|--------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----|---------------------|

#### Component 4.

##### Introduction.

In part 1 of the portfolio, the experience is situated in a woodland environment, which provides natural resources, open ended items, and loose parts. The experience was planned to create a stimulating and child-led natural environment and to encourage children's physical movement, opened-ended play and to provide the opportunity to discover the natural world.

O'brien et al (2011), The Institute for Outdoor Learning (2017) and Cooper (2015) suggest an outdoor learning environment is a space outdoors where children can explore, enjoy child-led activities, and can develop new skills. The Institute for Outdoor Learning (2017) and Arodoy (2020) explains an outdoor learning environment could be in a woodland area, a school yard or even a park. Furthermore, Arodoy (2020) states an outdoor learning environment is predominantly outdoors, however not restricted to where it could be. Bilton (2010), Harris (2017) and O'Brien et al (2011) highlight the importance of children learning outdoors. Bilton (2010) and Woods (2017) explain the outdoors provides children with fresh air, sunlight, being

with nature and the option to be physically active. O' Brien et al (2011) states when children are generally exposed to nature, this can have a positive impact on their learning. Tebbs (2021) and Harris (2017) discuss children's social skills, emotional development and holistic development can all benefit when children are outdoors. In addition, Harris (2017) and Austin et al (2015) states the outdoors can offer opportunities for children to develop teamwork skills, group work skills and independent learning. However, Marchant (2019) states barriers which include the curriculum demands, testing and evidencing work all limit the amount of time practitioners can take children outdoors. Similarity, Learning Outside of the Classroom (2019) explains children are spending less time outside due to restricted outdoor space, safety concerns and restricted timetables. In contrast, Welsh Government (2009) explains the outdoors should be used as an additional part of the curriculum, to encourage children's learning. The activity in part 1 supports this. Welsh Government (2009) and ESDGC (2008) discuss when children are outdoors this can support their learning on sustainability and how the world works. ESDGC (2008) states the importance of children being outdoors and learning that they are part of the community and how they have a responsibility to look after the world. Forest School Wales (2021) states specifically how children can benefit from being in a woodland and using natural items could develop these skills. The experience in part 1 includes loose parts play, nature crowns and the physical area. All of which can encourage teamwork skills, group work skills and independent learning. One of Froebel's key principles of learning was for children to be engaged with nature before they could learn (Tovey, 2017, Bruce and Dyke 2017 and Joyce, 2012). Froebel stated when children experience and understand nature with hands on activities, this could support their curiosity and love for learning (Tovey, 2017). Froebel considered nature as an ideal environment to introduce shapes, patterns, and colours to children (Bruce and Dyke, 2017). Natural items including sticks, leaves and stones are included in part 1 of the portfolio, which supports this. Shapes, patterns, and colours can all be found on these natural items, which could lead to the discussion with children or provide them with the opportunity to discover themselves. Additionally, the activity includes paper being attached to the tree, so children can use crayons to trace, this could support children learning about nature patterns and textures. Furthermore, Bruce and Dyke (2017) explains Froebel believed being in nature provides children with the possibilities to learn about different concepts of the world, how the world works and why we need to look after it. Take for example how the season's change, why the birds flock and why we have the process of life and death (Bruce and Dyke 2017). In addition, ESDGC (2008) states when children learn outdoors, this could promote children to learn more about the environment around them, how to care for nature and how to care for themselves. One of the activities in part 1 of the portfolio is gardening, this could support children's concept of growing and dying plants and scope for children to learn about how we must care for items. Gill (2010) and Early Education (2021) state when children are outdoors, children can take risks. Toole (2021) states when children experience risk outdoors this supports the child's self-confidence, resilience, and the opportunity to risk-manage. Furthermore, Toole (2021) states when children engage in risks, it could lead to children assessing risk, therefore, reducing the chances of experiencing an injury. Early Education (2021) states the role of the adult is crucial when supporting children to take risks. It is important correct language is used, language to encourage children and not language which could defer children from taking the risk. Avoid words such as "do not go there" instead use supportive words, such as "show me how careful you can be there" will support children risk taking (Early Education, 2021). Gill (2010) explains children will not learn about risk, if they are wrapped up in cotton wool, however it is about eliminating what risk is appropriate for them to take. Furthermore, Early Education (2021) explains children should be given the opportunity to learn about risks for themselves, by doing so, children are given an experience of freedom and well-being as they grow up. In part 1 of the portfolio the risks have been assessed beforehand. An example of this is the humps

in the woodland area, which children can run and jump over can get slippery if wet. The role of the adult as noted in the activity plan is to supervise the area and to discuss with the children, they can avoid any trips, falls, or slips if they do not run too fast over the humps. Adejoken (2020) and The Queensland Curriculum Assessment Authorities (2017) explain to enhance children's learning in nature, the role of the adult is important. The Queensland Curriculum Assessment Authorities (2017) explains the adult should use sustained shared thinking, while being outdoors to support children's learning. McNeil (2018) defines sustained shared thinking as asking children open ended questions and providing them with the opportunity to discover, problem solve and gain an understanding that not everyone has the same view. In part one of the plan, the role of the adult is to observe the children, discuss and ask open ended questions, where and when appropriate. Take for example, a child searching for creatures with a magnifying glass, this could lead to the child finding a worm, however, the worm is no longer alive. Therefore, this could lead to the discussion with the child and the adult on why this may have happened. Joyce (2012) and White (2020) states Froebel believed children should be outdoors as often as possible. Similarly, Gifford (2019) states children should spend at least ninety minutes outdoors every day for their health and learning. Furthermore, Gilchrist (2019) explains by children being outdoors for as little as 2 hours per week this could improve children's well-being and health. In contrast, if children are not exposed to the outdoors enough, this could lead to impacting children's mental and over all wellbeing (Dodd et al 2021). The plan in part 1 supports this and provides children with the opportunity to experience the outdoor experience for 2.5-3 hours. However, Outdoor Classroom (2015) and Van- Diik-Wesselius (2020) discuss some of the barriers restricting teachers from taking children outdoors are curriculum pressures, teachers' low confidence, appropriate clothing, and lack of correct equipment. Marchant (2019) agrees, explaining teachers can find learning outcomes difficult to access while the children are outdoors. In contrast, Betsen (2012) explains observing and teaching children outdoors has been successful for many years in Sweden. Hilton (2012) points out all subjects can be accessed while the children are outdoors. In part 1 of the portfolio the resources planned can support children's learning on mathematical skills, science, creative skills, and problem solving. An example of this is the loose parts play, which includes old saucepans, pots, plastic pipes, and ropes. These can all be used in anyway the children like however, all resources offer possibilities of learning. The old pots can be filled with water or mud, this can introduce capacity to children, which could support their learning of science. Another example could be counting how many leaves and stones could fit into the buckets before it is full. This could introduce mathematical skills to the children. Pacey (2019), Gull (2019) and Nicholson (1971) define loose parts as items which are open-ended, parts which can be manipulated and parts which children can play with in any way they wish. Nicholson (1971) explains these parts can be natural parts or synthetic parts, however they must have no prescribed method of play. Loose parts are items which children can play with, experiment with, discover, invent, however have no specific outcome (Nicholson, 1971). The Government of South Australia (2020) explain some examples of loose parts are, pebbles, buttons, stones, twigs or empty jars. Gull (2019) states when children play with loose parts play this can lead their own play, gain an understanding of various concepts, and use their imagination skills. In addition, Gibson et al (2017) states when children play with loose parts children's self-esteem, social behaviour and academic engagement could increase. Furthermore, Gull (2019) highlights when children play with loose parts outdoors it could support their healthy development and increase the chance for children taking part in self-directed play in all environments. Gibson et al (2017) explains loose parts play is a way of improving the quality of play on offer. By maximising the opportunities that loose parts play offers, this provides children with more opportunities for engagement and can encourage child-led play (Gibson et al (2017). Learning Through Landscapes (2013) states children's problem-solving skills,

sharing values and imagination skills were some of the outcomes displayed by the children after their school play area was changed to a loose parts play area. Learning Through Landscapes (2013) discusses for the loose parts play to be successful, the role of the adult is to stand back, observe and not lead any play or direction (Learning Through Landscapes, 2013). Additionally, in part one of the portfolio, the role of the adult is observe and promote child-led play when children are experiencing the loose parts play. Patte (2017) and Dillon (2018) discuss Loris Malaguzzi, the founder of the Reggio Emilia approach states loose parts play has a high play value. Patte (2017) states Reggio Emilia schools include natural items such as pinecones, leaves, stones and sticks. Likewise, Natural Learning (2018) states children perceive different affordances to adults. Play Scotland (2021) defines play affordances are when children play with an object, however not in a way it has been intended to be played with. Furthermore, Aziz (2018) explains children perceive different affordances to adults. Flannigan and Dietze (2018) state a play value can offer play more high value and creates more affordances for children. Take for example loose parts play could include a stick, this stick could be used by the child in any way they wish. The stick could be a wand, a walking stick or even be used to build part of their den (Flannigan and Dietze 2018). Early Years Educator (2016) describes young children as 'affordance connoisseurs' in natural environments. Early Years Educator (2016) and Sando and Sandseter (2020) points out all affordances are individual to each child. Larrea et al (2019) suggests, when children are in an environment which has high affordance play, this can have a positive impact on their social play and support well-being. In contrast, if children are in a low affordance environment this can be associated with less group play and more parallel play (Larrea et al, 2019).

If the activity was planned again, based on this reading it would situate again outdoors. Further, after the findings on the benefits of loose parts this would be included again. From the reading, it will be discussed with practitioners the important the use of sustained shared thinking and how useful using the correct language can be when children are taking risks.

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