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(Source: Llewellyn, 2021)

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Section two

Feature one.

Slope – Gradient

The slope on the right hand side of the photograph can be used to develop children's understanding of mathematics and science in a hands on, fun and exciting way. Children can learn about forces and gravity in many different ways on the gradient, this can be done by the children simply rolling up and down the slope. By doing this the children would be able to feel the gravity pull as rolling up the slope requires more effort than rolling down it. Additionally to science and maths this area can also improve children's emotional well-being, as rolling down gradients can be fun, making the children want to repeat the learning. To extend the learning further resources could be added by an adult, resources such as round objects like tennis balls but also natural resources found in the area for example, conkers and sticks as these will also roll down the gradient in a different way giving the children the knowledge that small round objects can roll but also long object can also roll. Rolling down slopes may not be fun for some children and they may shy away from the activity, therefore an alternative such as running up the slope and running down can be added, this having the same learning outcome in a different form. Once the children have finished rolling the sticks and conkers down the slope the small parts such as the conkers and sticks could then be used to create stick people for example. This links in with the new curriculum (Hwb.gov.uk, 2021) in an holistic way, personal and social development as the children will be taking risk and exploring their environment in a new way, the children will learn about the respect for others as they will need to wait for the child in front to finish their roll before they could take their turn. Language, literacy and communication along with the Welsh language also plays a part of the holistic learning as the children may begin to ask open ended questions about the experience they are having, there will also be opportunity for the children to communicate with each other sentences such as 'your turn' and 'ready, steady, go' may be heard to the top of the slope. Physical development will also be improved as the

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children use their bodies to climb to the top of the slope, this being more difficult if the slope is wet from the rain as it may become slippery. Other resources that can be added to enhance the children's learning and understanding of the world are:

- Square blocks, do they roll?
- Different size balls, do bigger balls roll up/down faster than smaller balls?
- Plastic sheet, will objects roll up/down better on grass or the sheets?
- Rope, child pulling on each end one at the top and one down the bottom, which one will gravity help?



(Source: Thimble and twig, 2021)

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Feature two.

Display board

At the very back of the photograph there is a wooden board, this can be used in many different ways from mark making to displays at story time. The children could learn about height the board, chalk could be added and the children could stand at the board and measure their height against the other children mapping out who is the tallest and who is the shortest in the class. To enhance this learning further the children could go on a hunt around the area for fallen sticks and these could be measured against the children's heights to compare thus developing their mathematical skills. Buckets could also be added to this feature as the children could go on a nature hunt and then display their work on the board with blue tack and describe the feel, size and smell of their findings. Children presenting their work gives them a sense of achievement and belonging making them proud and happy learners with the freedom to express their opinions and thoughts. (Article 13 and 29 of the UNCRC. 2021). Other items such as basket balls could be added for children to throw against the board and learn about bounce, they can also throw sticks and stones at the board to compare how they hit and whether or not they bounce. Also wet sponges could be thrown at the board on a hot sunny day and the children could time the evaporation with a timer to see how long it takes for the water to dry.

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Feature three.

Trees

The three trees that can clearly be seen in the photograph are different to each other, this making the leaves different shape, size and texture along with their height and trunk thickness. Allowing the children to explore the trees will broaden their knowledge that although they may look similar they can be very different. Adults could add measuring tapes so the children could measure the trunks and mark which tree has the thickest or thinnest trunk. Again buckets could be added to this feature and the children could gather fallen leaves and match them to the tree they think they came from. Potato peelers could also be added and can be used to scrape the bark off the trees and see if there are any wildlife that live under the bark. The children could use paper and crayons to gain printing of the bark and compare the different patterns. To develop the children's gross motor skills an adult could add a tree swing which will also improve the children's mental wellbeing. Rope and sheeting could be added allowing the children to work together to make dens. Tying the rope around the trees and draping sheets over it, encourages children to work together and improving on their language and communication skills but also problem solving skills are developing. Books could be added with picnic blankets taking story time outside, or the children could simply lay on the picnic blanket looking up to the tree with their eyes closed describing what they can hear and what they can feel. Images of trees from around the world could be discussed under these trees and what fruit grows on trees which could lead to fruit tasting on the picnic mat. Magnifying glasses could also be handed out to the children so they can look deeper and see more.

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Section three.

RISK BENEFIT ASSESSMENT

Location / Activity:	School field	Date:	20.09.2021
Assessor:	Jayne Llewellyn	Review date:	20.10.2021

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
Using the foot path	Children will become aware of different surfaces they can use to walk on. Inclusion for the children in wheel chairs or those using walking aids to be part of the outdoor learning. Become aware of hard and soft surfaces. Creative development such as chalk drawings. Counting and shape development.	Children may fall over resulting in cut or grazed knees and possible sprains and breaks to arms and legs. Wheelchairs rolling if breaks are not applied. Uneven slabs.	Adults and children	Discuss the hazards with the children beforehand. Walk the on the foot path and explain the dangers and point out or mark the uneven slabs.	L

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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
Slope/Gradient	Children recognising that how they move their bodies will be different on the slope to the flat ground. Children gaining the knowledge of gravity and forces. Gross motor skills will develop along with the children vestibular sense . Understanding of the world around them that slopes and gradients are not just mountains and they come in all shape and sizes. Children's communication skills as they talk and help each other up and down the slope. Children who use wheel chairs and walking aids can still take part in activity as they can throw a ball from the bottom of the slope.	Falling, slipping and rolling up or down the slope. Muddy and wet clothes if the slope is wet due to rain. Wheelchairs getting stuck in the mud.	Adults and children 7	Slowly take the children up and down and discuss the importance that they go slowly until they are confident and familiar with the gradient. Supervise a small group of children at a time. Wear weather appropriate clothing and footwear such as rain coats and wellingtons. Children using wheelchairs and walking aids may need assistance to get on and off the grass area.	L

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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 and other living things such as bugs, birds and plant life.	Children will learn about different varieties of trees and what grows on them, whether it be fruit, nuts or other things. Understanding of the world and what grows around us. Becoming aware that small creatures live in trees from mini-beasts to birds. Physical development will develop as children climb the trees. Children's communication skills will develop as they discuss the difference in leaves and bark, using descriptive words.	Falling from trees resulting in injuries to the body and head. Branches and other things falling off the trees in windy weather conditions. Children may put small objects such as acorns in their mouths resulting in choking. Allergies, children with nut allergies must stay clear of the nut tree. Wet or muddy feet.	Adults and children	Discuss with the children how to climb trees safely and to what height they can climb. Shake the trees first before stepping under them so any loose parts will fall safely to the ground. Supervise those children who are known to put things in their mouths and also explain to the children that they are not to taste or to put anything in their mouths. Children with allergies are to be kept at a safe distance with their medication within reach. Weather proof clothing to be worn such as coats and wellingtons.	L

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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
Children exploring independently in the environment.	Children becoming independent learners. Children developing their skills for making choices. Children recognising risk and how to overcome it. Children taking pride in their environment and learning to respect it and all that it contains. Children learning boundaries, knowing where they can go and where they are not allowed to go,	Children becoming lost if they go out of the boundary area. Children collecting and touching harmful rubbish. Children falling over resulting in injury. Unknown adults to the children may use the area and are present at the same time as the children.	Adults and children	Adults are to do a risk assessment walk of the area first identifying or removing risk and feeding the information back to the other adults and children. Markers are placed on the boundaries to help the children understand where they can and cannot go. First aid kit is to be carried by an adult should there be an injury along with a mobile phone with emergency contact details. Explain to the children about talking to strangers and the dangers of it. Ensure that child – adult ratio is correct. Children are to wear gloves whilst collecting things from the environment.	L

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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
Outside in different weather conditions.	Health and well-being as children will increase their vitamin D intake by being outside in the sun. Children can learn about different types of weather and temperatures. Children can learn to link weather to clothing, if it is raining they will need a rain coat, if it is sunny they will need a sun hat. Children can learn that puddles appear when it is raining and that the sun evaporates the water and the puddle disappears.	Weather being too dangerous such as high winds making slates fall off roofs. Weather being too hot causing sun burn or heat stroke. Weather being too wet making the children wet, cold and uncomfortable.	Adults and children	Children and adults to wear weather appropriate clothing such as hats, raincoats, warm clothing and wellington boots. Sun hats, sun cream and water in the hotter weather. A perimeter check of the grounds to ensure that nothing is loose or has fallen off trees and roofs etc. The weather report should be checked and monitored.	L

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ACTIVITY	How will young people BENEFIT from the activity	Possible hazards	Who is at risk?	Precautions in place to reduce the risk of injury	Overall risk RATING: L/M/H
Small parts	Allows children to use their imagination to build and create. Supports schemas by allowing children to explore and express their ideas and thoughts. Allows children to explore different materials and develop their decision making skills.	Choking hazard. Splinters. Children may throw small parts at other children.	Adults and children	Supervise the children that are identified as putting things in their mouth. Encourage children to check the object carefully and to handle with care. Ensure that child – adult ratio is correct and that supervision is in place.	L

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Section four.

Play is something that children want to do naturally and is now seen as an integral factor in children's development. Hedges (2000) claims that teachers now have a pro active role in creating a challenging learning environment for children to develop. However research by Johansson (2009) pointed out that it is important that children have control of their learning and that it is the children who create meaning in their activities. The Reggio Emilia approach to learning has influenced many schools around the world highlighting the importance of child led learning. An article in Nursery World (2021) reports the findings that according to a three year old evaluation the foundation phase in Wales is improving children's educational achievement, well-being and involvement. Similarly to Johansson (2009) encouraging children to lead their own learning choosing their own activities. Sargent (2015) writes activities that are outside promotes active social learning that encourages children to be inquisitive explorers with open ended play opportunities where adults take a step back and allow children the freedom of exploring and getting dirty.

The photograph in section one of this portfolio displays a high affordance to children's learning, giving plenty of opportunities for children to explore their environment and to use what it has to offer in new and different ways. Greeno (1994). Adults play a significant role in children's education and how they learn, Bruner's theory (practical adult insight, 2021) is that children need support from adults for them to become independent learners. Bruner's scaffolding theory requires the adult to be actively involved in the children's ever changing learning and development. Children complete tasks and problems with the knowledge they already have and skills that they have already mastered. The scaffolding then needs to adapt as the children develop. Once the child has mastered the skill the scaffolding needs to change and the adult's level of involvement will also change and they may need to take a step back and proceed with offering little help.

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Loose parts originated from the ideas of Simon Nicholson in 1971, he saw that children could be creative and learn skills by what is around them. Loose parts play (2021). Similarly to Nicholson, Piaget's theory is that children are "little scientists" and the need to explore and to interact in the world around them. He believed that by doing this they will develop an understanding of the world in which they live, people and objects, he believed that children do this naturally and without any adult input. Medical news today (2021). Loose parts play offers infinite play possibilities, there are no rules nor do they come with an instruction manual. Children can use their imagination and the loose parts can become whatever they desire. Daly and Beloglovsky, (2004). Referring back the photograph in section one, adults can create the opportunity for children to have access to naturally made loose parts such as sticks, stones, leaves, earth and grass for just some examples. Other examples of loose parts are those man made, scarfs, sheets, buckets and balls can also be added by an adult. By adding loose parts and adding to the environments affordance children are able to develop their skill across the curriculum. The new curriculum for Wales 2022 (Hwb.Gov.UK, 2021) is designed and put together to be a more integrated approach to learning, meaning that all six areas of learning will be united and enables children to make links and combine all areas of learning and linking connections to different experiences, knowledge and skills.

In the journal of childhood studies; Children, outdoor play, and loose parts (2018) describes loose parts as opportunities for unconstructed play that is not dominated by adults, they continue to write that practitioners who embrace loose parts play allow children to move in the environment rather than staying still with equipment designed with a defined purpose. However, according to Dotson-Renta in an article in the Atlantic (2021) children move very little at school and the opportunity to move is becoming increasingly rare she writes. This is in contrast to the Foundation Phase in Wales where children are supported and encouraged to move and to take part in practical activities to develop their thinking with open-ended questions and curiosity about the world. Early years Wales (2021). Children need to move in order for them to develop their vestibular system, by developing the vestibular system children will have better control of their muscles and reflexes that they require to move up or down, around or over, and backwards or forwards. In the same way as the vestibular system the proprioception system needs children to

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move and to be active for it to also develop. Children with a developed proprioception system will gain good motor control, posture and the ability to identify weight and size. Early years Wales (2021).

By putting Piaget's theory into practice adults can support children in their vestibular and proprioception systems in the early years by developing their brain through repeated pattern in their play, this is called Schema. Early years staffroom (2021). There are different types of schemas, the most common are:

- Trajectory - climbing up and down, dropping items from a height.
- Positioning – grouping items.
- Rotating – running around and around and enjoys spinning.
- Transporting – moving items from one area to another.
- Connecting – joining things together, making and dismantling tracks.
- Orienteering – positioning themselves in different places and positions, upside down for an example. Pacey.org.uk (2021).

The foundation phase (2021) states that children should be supported by adults in schematic play, this helps to identify the child's interests and the adult could take the opportunity to further the child's learning through sustained shared thinking. However if the adult does not recognise schema then the child's behaviour may be acknowledged as challenging and maybe discouraged by the adult, this can be overcome with appropriate training for the adult, building on the adults knowledge and confidence. Adults can also support schema by ensuring it is added into the planning, planning activities that include, pushing, pulling, squeezing, turning and so on. Loose parts such as pebbles and other natural objects but also trucks and train tracks should be planned for too.

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Similarly to schema, children need repetition to develop their stages of metacognition in early childhood. The metacognition concept was created by Flavell in the 1970's. Chris drew (2021). Flavell believed that children need to repeat things for it to be stored in their brain and remembered, he also believed that the development of metacognition enables children to become problem solvers. Metacognition talk can be open ended with children asking adults questions over and over until they understand. Children who are developing their metacognition will be able to reflect upon their own learning, understand and control their own learning. An example of this could be, a child plans to ride a bike the adult explains that the child will need to use their feet on the peddles creating big circle movements for the bike to move, the child attempts to use the peddles however they are unsuccessful in making the bike move. The child evaluates the situation and learns that there is another way to make the bike move and kicks their feet along the floor moving the bike in the direction they wanted thus developing their problem solving skills, the child will be pleased with their achievement. The adult will continue to encourage the child to use the peddles and eventually the child will use the bike correctly without any adult input whatsoever. Cambridge community (2021). This could also be linked to Vygotsky's concept of the zone of proximal development where the distance between what a child can do on their own and what they can achieve with adult support. Adults can assist children through the zone of proximal development in any area of learning, the adults must have more knowledge and skill than the child, they must also allow the child to be hands on and practice their skills, and also they should scaffold the support in activities as they are going through the zone of proximal development. Shabani (2010).

Adult led learning is based on the adults own professional knowledge and experiences they have had. Adult led experiences can be beneficial to children as they may experience new opportunities in order for them to develop their skills in all areas of learning. The new curriculum (2022) has seven areas of learning, all of which provide the children with an holistic development. Hwb (2021). When learning is adult led the adult has control over what is being taught. However, adults cannot have control over what the children learn from the experience. Referring back to the Foundation Phase, children may take part in adult led learning however with time and the opportunity to explore and be creative with their play they may take the learning in a new direction encouraging sustained shared thinking. Hwb.go.uk (2021).

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Open ended questions will encourage children to express how they are feeling, if they are enjoying what they are doing, open ended questions aids in the development of the child's language and communication skills as they give children the confidence to answer are no open ended questions have a wrong answer. When playing with loose parts for an example, open ended questions can be used to develop creative thinking, such as, "what do you think will happen if I put this ball an this stone here?" (on top of the slope) and "if you add water to the mud what do you think will happen?". However open ended questions could be daunting to some children as they may not have such a developed language and communication skills yet, they may even be non-verbal. Children who are non- verbal or have very limited language may find that closed ended questions are better as they can nod or shake their head, or give a simple "yes" or "no" answer. British school (2021).

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