Analysis of children's interactions with the outdoor environment in learning and play.

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Analysis of school 1

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Main findings of these observations

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References

Age range and needs of the students-

- 5-7 years old- children being observed
- Fundamental movement skills (FMS)
- Locomotor skills (LMS)
- Fine motor skills
- Body control and core (Vestibular system)
- Developmental opportunities
- Object control
- Refer students as A,B,C,D,E,F

Methodology

Qualitive

Observative

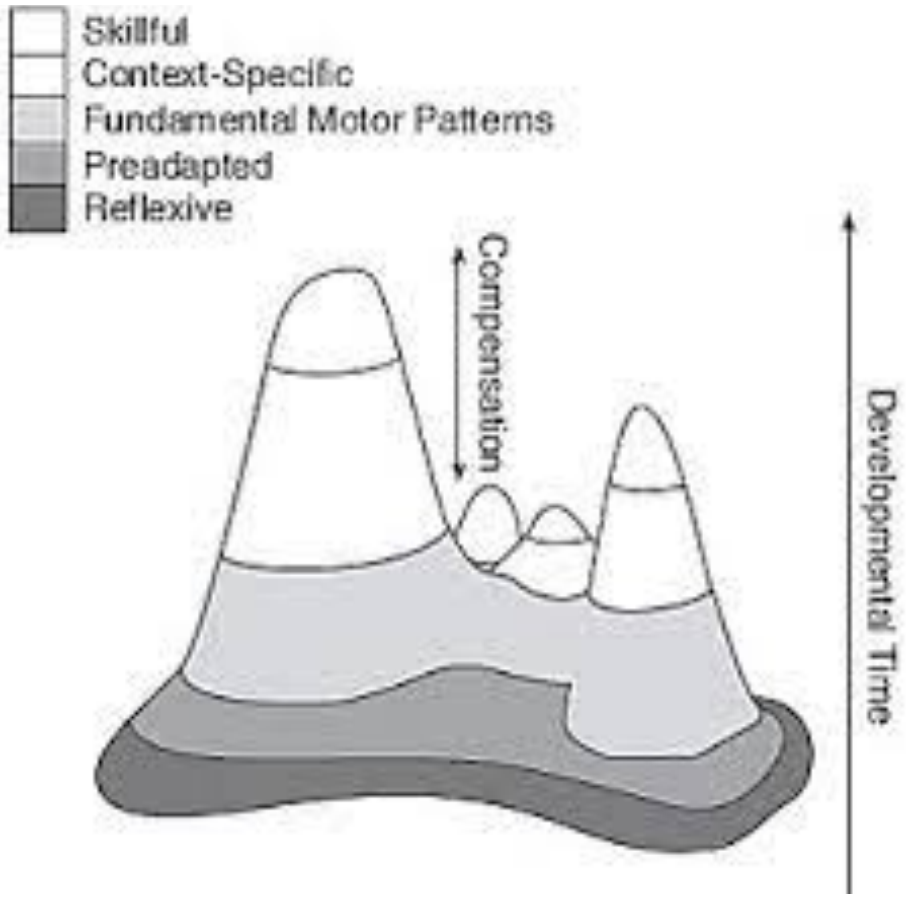
Systematic observing (SO)

Appendix 1

Mud pies activity

Outdoor based school

Observations when we visited



Clark (et al, 1994 p.10)
Salehi,S. (2017)

Appendix 2

- Object control
- Fundamental movement skills
- Locomotor skills
- Fine movement skills





Main findings

Locomotor skills

Finder mental movement skills

Object control

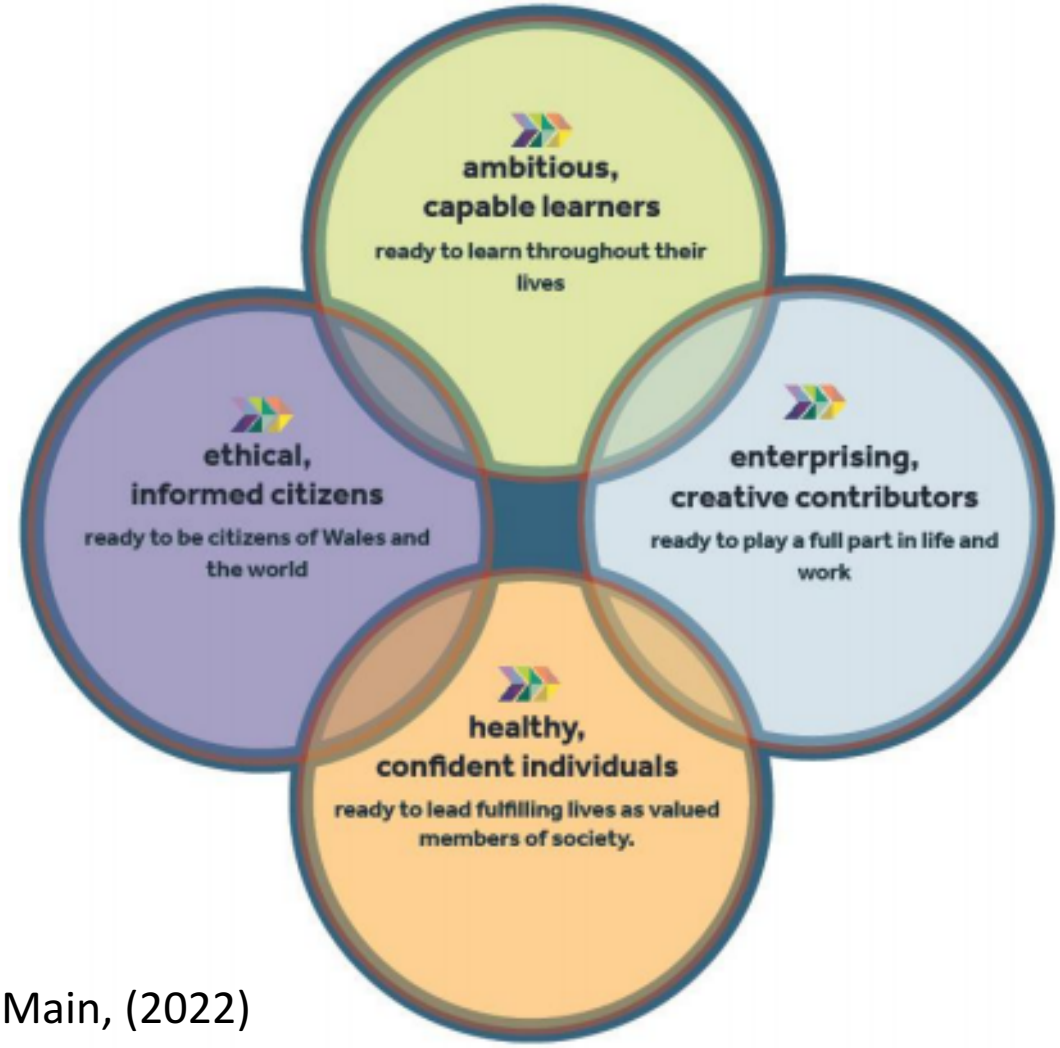
Motor development

Advantages to outdoor learning

Welbeing and creativity

Literature theory

- Motor development Ozmum and Gallahue (2006,p.378)
- Analysis of new curriculum and physical literacy Whitehead and Wainwright (et al, 2017, p.442)



Main, (2022)



Conclusion

- Engaging
- Practical
- Pushing boundaries
- SKIP Cymru
- Sports in their future like Football and Netball
- Enjoyment and inclusion



Recommendations

- Activity Engagement levels
- Parker (2022, p.3, Sinnema, etal,2011) suggests ‘playful experiences ‘can enhance a ‘deeper understanding’ when they are ‘active joyful and engaging’ this demonstrates the need for engaging activities during children’s learning and development.

- Teachers engagement with students –
- ‘Creativity and innovation as well as problem solving’ using these skills this early allows it to be easier for children to use them when in their future education (Gov.wales,2022).


Thank you for listening -Any questions?

Appendices

A. Tavernspite
B. Newcastle Emlyn

C. Student 1
D. Student 2
E. Student 3
F. Student 4
G. Student 5
H. Photo of environment-



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