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Part 1



Part 2

Today, we took the children within our setting on a nature walk to a nearby field. While i was out exploring with the children we began discussing the leaves that we could see on the trees and in the grass. I explained to the children that all the leaves come in different sizes and different colours. The children then asked why the leaves came in different sizes and colours. I further explained to the children that the reason for this could be due to many different reasons. I told the children that one reason could be because of the many different types of trees and they all have different sized and

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coloured leaves because of this. I explained that another reason could be the amount of sunlight that leaves get during the day and if the leaves aren't getting a lot they may look lighter in colour and the leaves that get lots of sunlight may be a darker green. This type of explorative conversation links in with the Progression step 1 in Humanities "Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future" and progression step 1 in Science and Technology "Being curious and searching for answers is essential to understanding and predicting phenomena". Afterwards, one of the children asked "what are trees for?". I explained to the child that trees provide with oxygen so that we can breathe and other types of trees can provide us with fruit. I further explained to the child that trees also act as a home for birds to build their nests in. This conversation links in to progression step 1 in Science and Technology "The world around us is full of living things which depend on each other for survival".

Once we arrived at the field I gave the child three laminated pictures with different numbers on the back of them. I asked the children to look at the pictures they had been given and explained to the children that we were going to be going on a treasure hunt to find the items on the cards and to get the same number of items as the number on the cards so if you have a picture of a leaf with a number 3 on it to get three leaves. The children all went to find the items on their cards. The other members of staff and myself were sure to walk around amongst the children to provide help if they needed it. After 5 minutes I called all the children back to the big tree in the middle of the field. Once all the children were back and all the staff and myself had taken a head count of all the children and made sure everyone had been accounted for. We went around all the children asking them what pictures they had on their card and what number they had on the card also. All the children had a chance to discuss the treasures that they had found and as a group we counted the number of treasures that the children had found. I made sure to give the children lots of praise for their finding skills and their counting skills. We discussed the different textures of the leaves, sticks, stones, grass and flowers that the

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children had found, discussing if they were smooth, rough, hard, soft and the different smells of all the different objects.

After this activity, we then made shapes using the treasures the children had found. The children and i discussed how we were going to make the shapes using the treasures they had found. The children brainstormed with one another and came up with an action plan of what they were going to do and what shape it would make, once it was finished. The children then set to work testing out their plans and making the shapes. One child began to get upset as their circle of leaves kept getting blown by the breeze which kept breaking the circle. I went over to the child, and we began to use the calm down techniques that we use within our setting. Once the child was calm again, we began to talk about why he was getting frustrated. The child explained to me that every time he made a circle using the leaves he found that a breeze would come and break it. I acknowledge how the child was feeling by saying that i understood how frustrating it can be when something we've worked hard on gets broken but i reminded the child that he was doing a good job, and he should feel proud of himself for trying. I then discussed with the child ways in which he could build a circle without it getting broken by the breeze. The child said that he could hold the leaves down with some of the stones he'd found. I told him that that was a great idea and encouraged him to give it ago. I feel that this conversation links into Mathematics and Numeracy Progression step 1 "The number system is used to represent and compare relationships between numbers and quantities".

Part 3 – Risk Benefit Assessment

Location – Field.

<u>Hazard</u>	<u>Risk</u>	<u>Likelihood</u>	<u>Benefit</u>	<u>Action</u>	<u>By who?</u>	<u>When?</u>
Uneven ground	Children and staff falling	Medium	Children learning	Warn children	All Staff	Before the trip and

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	due to uneven ground.		how to maneuverer on uneven ground and learning deeper gross movement skills.	and staff about the uneven ground and encourage them to take their time.		reminders to be given to everyone during the trip.
Foreign bodies (animal faeces)	Children and staff stepping in or touching the foreign body.	Medium	Children learn gain the experience of being in the outdoor world and managing the challenges it may bring.	Staff to do visual check of the field upon arrival and staff to bring cleaning equipment for shoes and hands along with PPE which may be needed if any cleaning should be done.	All Staff	Cleaning equipment to be prepared before the trip and the visual check to be done upon arrival at the field and during the time there.

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Animals	Children and staff may be injured by any animals (sheep that are often kept in the field).	Medium	Children can learn about any potential animals they may encounter and how to co-exist with them safely.	Staff to inspect the field before hand to see if there is any animals being kept in the field.	Trip Leader (Kelly) and all staff during the trip.	Before the trip and during the trip.
Nettles	Children and staff could be stung by nettles that may be within the field.	Low - Medium	Children will gain the opportunity to learn about different plants and how to interact around them.	Staff to encourage children to be careful and staff to do visual checks during the trip.	All staff	Before and during the trip.

Activity

<u>Hazard</u>	<u>Risk</u>	<u>Likelihood</u>	<u>Benefit</u>	<u>Action</u>	<u>By who?</u>	<u>When?</u>
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Sticks	Children and Staff could get a splinter from the sticks	Low - Medium	Children will learn to identify different sticks and learn how to make shapes with them.	Staff to bring a first aid box with essential equipment incase this should occur.	Trip Leader (Kelly)	Kelly to prepare the first aid box before the trip and ensure it is brought on the trip.
Nettle leaf	Children could be stung should they try to pick a nettle leaf during the treasure hunt.	Medium	Children will learn how to identify different types of leaves and how to turn them into shapes.	Staff to observe the children during the activity and encourage children to be careful when finding leaves.	All staff	During the trip.
Throwing or dropping stones	Children could accidentally drop a	Medium	Children will be given the opportunity	Staff to talk to children about how	All staff	Before and during the trip.

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	stone when collecting them or may throw the stones.		y to learn how to behave properly with the objects and how to keep themselves and others safe. Children will learn how to use them for making different shapes and for counting.	to behave safely and remind them throughout the trip.		
Big Tree	Children may fall if they run near the big tree.	Medium	Children will be given the opportunity to learn about the	Staff to encourage children to not run near the big tree	All staff	Before and during the trip.

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			tree and the different types of leaves on it and what trees are for.	and remind them regularly throughou t the duration of the trip.		
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Part 4

When considering the adults role in children's outdoor learning it is important for early years practitioners to remember what it is they would like the children and what skills they would like the children to develop as a result of their outdoor learning experience. The National Curriculum of Wales (2024) provides set guidelines for early years practitioners to follow whilst holding outdoor experiences. Within the National Curriculum of Wales there are progression steps in which early years practitioners can link the experiences they are providing the children within their setting with. By doing so, this allows the early years practitioners the opportunity to see exactly what the children are learning from the experiences they are providing and alternatively, how they can improve these experiences. The Foundation Phase Outdoor Learning handbook (No Date) explains to early years practitioners on the importance of outdoor learning and how early years practitioners can maximise the experiences gained outside in the best interests of the child.

The Early Years Network (No Date) states that theorists such as Vygotsky believe that it is the Early years practitioner's role to help the children learn by demonstrating the skills or knowledge that children need to develop throughout their lives. However, Monroe University (No Date) states that other theorists such as Maria Montessori believe that the role of the adult is to provide engaging and age appropriate environments catered to the child's stage of development and their interests. This theory suggests that a key part of children's learning is to engage their senses in their education. A positive way to do this could be for early years practitioners to take the children's learning outside. Early Years practitioners can do this by ensuring their planning of activities for the children contain a wide variety of outdoor experiences for the children. By ensuring to provide a variety of experiences outside you allowing the children to gain more than just the basic activity planned. An example of this would be allowing the children to use natural resources within their craft session. This will allow the children opportunity to use a variety of alternative materials such as sticks, grass and leaves. This may inspire

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curiosity within the child to experiment with alternative materials in the future in which they can transfer their curiosity into other areas other than craft such as building.

Another theorist which supports the idea of taking the children's learning outdoors is Friedrich Froebel. Froebel Trust (No Date) states that Froebel believed that children should learn about as many aspects of nature as possible not just the basics of animals and plants. Froebel suggested that a psotive way for early years practitioners to be able to do this could be by practitioners taking the children's learning outdoors. However, early years practitioners may face some challenges to doing this. Some barriers to outdoor learning can be unsuitable weather conditions and/or unsuitable clothing to experience the poor weather conditions in. Early years practitioners can prepare against this by providing suitable wet weather waterproofs and weather appropriate footwear such as wellies. Another barrier to learning practitioners may find, could be down to the children's own circumstances, such as allergies such as hayfever.

Overall, it is clear to see that the role of the adult in childrens learning in developing in the outdoors is to provide a suitable age appropriate environment which allows them to grow and develop whilst they learn about their surroundings. By doing so, this may inspire the children's natural curiosity for nature and the outdoor environment which may be a quality that develops in them throughout their lives.

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Reference List

Welsh Government (No Date) *Foundation Phase Outdoor Learning Handbook*.

Available at: <https://hwb.gov.wales/storage/fcb8539c-9be7-4883-8542-35d7b54b56f2/foundation-phase-outdoor-learning-handbook.pdf> (Accessed: 27th December 24)

Welsh Government (2024) *Curriculum for Wales*. Available at:

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The Early Years Network (2023) *A Comprehensive Guide to Scaffolding Learning in the Early Years*. Available at: <https://theearlyyearsnetwork.co.uk/knowledge-hub/a-comprehensive-guide-to-scaffolding-learning-in-the-early-years#:~:text=Scaffolding%2C%20often%20associated%20with%20the,are%20beyond%20their%20current%20capabilities>. (Accessed: 27th December 2024)

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