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I have not used AI in this assignment.



(leaves of green, 2022).

begin with, using the outdoor area as a learning environment is effective for all children for example, it allows children to work as a team, using natural resources and becoming more resilient . Unfortunately, many children have not had the experience to explore outdoor facilities, this is why we ensure all children attending our school have the opportunity to experience our forest school. The forest school is all naturally resourced, focusing on children's basic needs and encouraging children to engage in risky play. While the children are in the forest school, the children create many different challenges using their imagination and lose parts. Our forest school includes multiple different sections for all children for example, you can improve your gross motor using the stepping stones, improve your fine motor and create new exciting toys created from loose parts and different types of textures. When children attend the forest school, they often become more confident as they are independently exploring. Children can explore their creativity through imaginative games, for example, making dishes in the mud kitchen.

The teacher assistant and I took our class of twenty aged four to five for a visit to the forest school. For some of the children in the class, this was the first time experiencing the forest school. Before taking the children, I explained to the children our forest school promises. For example, we do not push anyone in the pond, and we do not run out of the forest school. I explained to the children these rules we must follow to protect our forest and ourselves. We suggested all the children should put their coats and wellies on, as the forest school is very muddy from all the rain, as we do not want anyone to feel unwell. The children were very excited to go down to the forest school, as they wanted to jump in the muddy puddles and see if they could make big or small splashes. While walking down to the forest school, the children began singing 'We are going on a bear hunt.' A child noticed a den that was created by another class. The child explained to his friends that it looked like the cave in the book. While we carried

on with the walk to the forest school, the children were enquiring about the pathway. While the children noticed the different textures that were throughout the forest, the children also liked climbing over and under the trees. The children were ecstatic to visit the forest school, and while walking down to the forest, they were collecting many different loose parts, for example, sticks, stones, leaves and acorns, and scooping soil using buckets and spades to use for our investigations. When arriving at the forest school, we encouraged the children to have some free play to allow everyone to familiarise themselves with the forest. While the children were having their free play in the forest school I walked around observing the children, many of the children were interested in the mud kitchen and enjoyed role-playing by making different dishes for their friends. Many of the children enjoyed running around the forest school, creating games for them to play. Before going down to the forest school, I created a list of activities that may be good to complete down there. I explained to the teacher assistant we are going to observe and see what the children like the least, then we will do an activity. This will encourage all the children to risk play, as the children may be scared to explore the different areas.

We split the children into three different groups one group continued to free play while the other groups completed an activity. The first activity that the children were completing was stepping stones. This activity was to help the children develop their gross motor skills. Before the children completed this activity, we gave each stepping stone a number. When I shouted the number out, the child had to jump to the stone. This activity improved the children's counting ability, improved their gross motor skills and allowed the children to learn through play. This links to the curriculum for Wales, as they believe play is an important part to help children understand maths and numeracy, and hands-on and engaging activities support children's critical thinking and support their academic future (HWB, 2020). While playing the stepping stones games, the children were having fun guessing what number I was going to shout out. The children asked if we were able to complete this game in our playground, as they enjoyed completing the activity. While observing this activity, I noticed there were some children who were unable to count to a particular number. To allow those children to practise, I made the task a little bit easier for them so everyone was able to participate in the activity. This links to the UNCRC, as Article 28 states all children deserve to have an education.

Adding to this, once all the children had finished the first task, we brought the whole class over to the other area of the forest school, which is a more calming area for the children to experience. In the tepee there were different types of lights, blankets and logs for the children to sit on. We all read a story about plants and how they grow. All the children were fully engaged with the story and asked multiple questions. In the story the boy grew a plant and put it in his kitchen we spoke about multiple different places we could grow plants. We then explored the forest school and tried to find different types of plants or flowers. Once we found the plants and flowers, the children explained to me what colour they were and if it was a vegetable plant or flowers. I explained to the class we were all going to help grow two plants, put the exact amount in both but put them in two different places, and see which grows quicker. We chose to put one plant in the greenhouse and keep one on the windowsill of the class and will check on the both plants every day. The aim of our investigation was to see which area is more suitable for plants to grow and what helps the plants grow quicker. As a class we have not done many science experiments, so the children were very invested

in the experiment and asked many different questions. I explained to the children this type of science is called biology, as we are investigating the plants' growth. This activity allows the children to work together to create their plants and investigate which area is the most suitable for the plants to grow. This follows the curriculum for Wales, as they provide useful progress steps that can allow the children to develop and experiment more (HWB, 2019).

Finally, as all the children were very excited as they had experienced the forest school, I decided an activity to help end the session and help regulate the children's emotions was to use loose parts found in the forest school and create a sensory board. Before the children began creating their board, they drew what they wanted to find for their board on a piece of paper, and they wrote the number of objects they wanted on their board. The children independently completed this task, as these boards were designed to meet the children's sensory needs. Once the children found all their objects, they ticked off the drawing and counted to see if they brought enough. The children really enjoyed this part of the activity, as they described it as a treasure hunt for all their different materials. While completing this activity, a child came over to me and gave me a hug. I asked the child if she was ok she explained she was very happy, as she had never been to a forest school before and she had never seen a sensory board like this. The child asked if I was able to tell her parents/careers about this activity because she would really like to have a go at home as well. Loose parts are really useful tools to use throughout your activities. Using loose parts can encourage children to emphasise their language. Loose parts also encourage children to be creative and experience open-ended play. While creating the boards, the children enjoyed asking each other what they were going to put on their boards and if they needed help finding their objects. Before the children left the forest school, we all sat in a circle. I encouraged all the children to have a think of their favourite activity we did in the forest school and what did it help us learn. By doing this, all the children are able to understand why we have done the activities and how they can develop their knowledge and understanding. While we were walking back to our classroom, we spoke about and observed many different objects that are in the forest. We spoke about if there were any objects similar or different and what happens to the leaves when the seasons change.



(Learning space, no date)



(gardening know how, 2025)



(paper and glue, 2016).

These pictures show what our activities looked like after the children had completed them. All the children really enjoyed completing these activities. The children also really enjoyed coming into school every day and checking on their plants in the greenhouse and on the windowsill and seeing which plant grew the quickest. By the children completing all these activities, the children developed their counting and gross motor skills, learnt how plants grow and what area is more beneficial for the

plants, and created a child-led sensory board to help the children to regulate their emotions and practise their writing skills and counting.

Risk assessment

Hazards	Risk	Benefit	How to prevent	Risk level (low, medium, high)
Planks of wood / logs	Staff members and the children may be carrying the wood or stepping on them and could cause a splinter or find nails in the wood.	Children are experiencing the outdoors and using their imagination to explore the wood and logs.	Before taking the children into the forest school check for any nails and explain to the children they will need to look out for nails and sharp bits of wood.	Medium
Tyres	While transporting on the tyres the child may slip and fall.	By using the tyres the children are developing their gross motor skills and children are able to explore objects they usually see being used for other reasons for example driving.	Explain to the children the tyres may be wet and unsafe. If the tyres are too unsafe remove them so they can dry.	Low
Heavy weather	When having bad weather children and staff members may slip and hurt themselves. Children and staff may also become ill.	When children are exploring the outdoor weather in different weather conditions it encourages children's gross motor skills to develop quicker as children are able to focus in balancing. The rain allows children to have a more of a sensory experience as they are able to hear different noises and play in messier loose parts.	Ensure all children and staff members have waterproof clothing on and wellies. Children and staff to take breaks from the rain and cold and if the conditions are too bad pick another day to go and explore the forest school.	Medium
Woodlands	In the forest school there is many different types of nettles, bushes and sticks that invite children to use throughout their play however some of these	When children are in the forest school they often find different natural materials to use which role playing for example making meals in the mud kitchen.	Visually show the children which nettles will sting and what you can do if the nettles did sting you.	Low

	natural resources can sting the children.	As long as the children pick the correct leaf's and natural materials the children are able to use their imagination.		
Trees	The children may accidentally run into the tree and hurt themselves. The children may also climb up the tree and hurt themselves going up or coming down.	While children are in the forest school they enjoy developing their gross motor skills by running and climbing. The children are also developing their teamwork skills and developing their co-ordination.	When the children are playing just remind the children there are tree's and to play around them and be extra vigilant when children are climbing up the tree's.	Medium
Ponds	The children or staff members may not realise it was near them and fall in. If the pond is deep the children or staff members may be unable to swim.	The children are able to see the life cycle of the frogs. With a member of staff the children are encouraged to feed the frogs and fish. Which allows the children to learn independence.	While out in the forest school encourage the children not to go too close to the pond and always have a members of staff near the pond.	Medium
Buildings and shelters	In the forest school there are many different buildings for example greenhouse, tepee and many others these buildings may fall on top of the children and staff or part of the building break which can lead to the children hurting themselves.	Many of the buildings that are in the forest school are created for the children to play in and explore. the children enjoy going into the different buildings and exploring the purpose of the buildings.	If the weather is to windy explain to the children it might be a more safer option to stay away from the buildings and shelters and if the weather is too bad then go to the forest school another time.	Low

Academic writing

Firstly, maths and science are two important subjects all children should be taught throughout their education. Schools often use fun and engaging lessons and craft ideas to support children in learning important information. For example, children tend to lead the learning, and the teachers observe the children in the activity this is called enabling adults. Doing this is allowing children to improve their critical thinking and problem-solving and encourages the teachers to see what the children may need extra support in. Throughout early years teachers may teach through play-led activities this is to encourage the children to focus more on the activity and make it fun and engaging (Tucker. K, 2014). Having an outdoor area for children to explore is important for all children's development. According to the Welsh Government ,(2023). Having children experience outdoor learning is more useful, as the outdoors

encourages children to create a bond with the nature and supports their wellbeing. Another source that also agrees with this statement is [Gov.uk](https://www.gov.uk), (2023) this source believes outdoor learning encourages children to develop their understanding about natural resources. To ensure teachers and school staff are following the new curriculum, they make sure to set up indoor and outdoor provision, ensuring the children's targets are met and the activity focus has been created. Delivering an engaging atmosphere for learning with a range of resources, combining science and mathematics into everyday routines and play, using maths and scientific terminology, asking open-ended questions, and facilitating children's learning through observing and expanding their play (Department for Education, no date). This also links to the affordance theory. This theory emphasises how the environment is set up and the alternatives it offers every child in the setting (essential resources, 2024).

Secondly, using the new curriculum to support children's learning in maths and science is important for all teaching staff to do. The new curriculum explains to teaching staff what they need to do to develop children's learning. For example, the new curriculum states that in early years, children are found to struggle sitting on a carpet learning how to do maths children are more engaged and connected to the work through playing in an activity. An area of the classroom can be set up using inviting objects to involve the children, and the children are independently able to complete the tasks themselves. Also, throughout the children's classrooms, the children may be able to experience multiple different areas. All these areas can have different utensils for the children to incorporate maths in the areas. These areas should also be set up for the children to explore and enjoy (HWP, 2019).

Thirdly, children learning science and technology is important for children to experience, as science and technology also teach the children about their community, the world around them, and the difference between the past and the present in their society. By children learning about science and technology, they may be taught the importance of the children knowing their opportunities they may encounter in their future. Using the new curriculum, children are encouraged to ask questions about their inquiry and contribute their own thoughts and feelings throughout their learning. In early years, children are shown to do this by exploring their activity that has been set out by their teacher. Throughout the outdoor areas the children are able to make different potions using the mud kitchen and measure using water. While the children are exploring these areas, the children are able to engage in risky play and experience different ways of playing in their areas. Children are also able to learn about technology, how it works and what the children can use it for. This also prepares children for their future, as technology is a future that is used frequently (HWP, 2019).

Also, by the children frequently attending the forest school, the children are able to learn and experience new techniques of learning maths and science. Throughout the forest school and the school playgrounds there are multiple different activities the class can complete to develop children's learning for example, plant growth, measuring water and mud and nature hunts. These activities can be designed for indoor and outdoor use. Making the learning topics fun and engaging for the children allows the children to lead the activities and be more engrossed in the activity (White, J, 2013). This links to Reggio's theory, as the theory shows the outdoor area is displayed as another teacher for children as the children become more curious about

loose parts. Reggio's theory also shows children become more confident and interested in the activities when their work is visible and noticed (Schroeder-Yu, 2008). Another approach that also agrees with this is the Froebel approach. This approach displays that children are found to have a more positive approach to learning through play in a calming atmosphere. This approach has been found to work well with children, as they are found to be experiencing many different subjects all together (Tovey. H, 2012).

Adding to this, many schools implement the curriculum in different forms for example, some schools encourage children to use their indoor and outdoor areas to be encouraged to explore, discover and transport to encourage the children to investigate every part of the areas. These different schemas allow children to engage more in their activities and support their problem-solving. Children are able to understand more about the activity and are able to extend the purpose more (The Curiosity Approach, 2019). This approach is also encouraged by Montessori, whose theorist designs classrooms to enhance children's curiosity and exploration and learning. Adding to this, Montessori also states all children need an education, and it begins to create the start of the child's life. By teaching staff following the curiosity approach, they are able to see what is helping the children learn and how they are learning (Isaacs. B, 2007). The forest school and the children's activities they complete throughout the forest school mainly focus on the children exploring their surroundings, being curious and learning what is around them.

Also, to allow children to be curious in the outdoor environment, for example, the playground and the forest school, the children mostly use loose parts. Children can move, manage, control, and transform natural materials that they discovered or bought or recycled during play. Appealing and captivating, the children's interest allows their imaginations to expand and inspires learning. By children experiencing loose parts throughout their play, the children are able to question the activity and add multiple different additions to progress the activity. Children are able to use their imagination to extend the activity and develop their fine motor and learning skills throughout their playing. (Daly. L and Beloglowsky, 2015). Having children experience natural objects, for example, loose parts, is beneficial, as loose parts focus on children's physical development and encourage children to concentrate and absorb the information more easily (Only About Children, 2020). A theorist that links to loose parts is Piaget. Piaget's theory demonstrates that children's progress is supported by the children themselves, as they are found to be actively learning while they experiment and investigate their surroundings (Piaget. J, 1957). However, according to William. M, (no date), even though loose parts are a positive resource, many different schools use them to develop the children's learning. Loose parts are also a risk to children, many types of loose parts are small and easy to hide. This can lead to children putting the objects in their mouths and possibly choking on them. Another reason loose parts can be a risk to children is because a child may be frustrated and throw the objects at another child this can lead to the child being hurt badly.

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