

Section 1



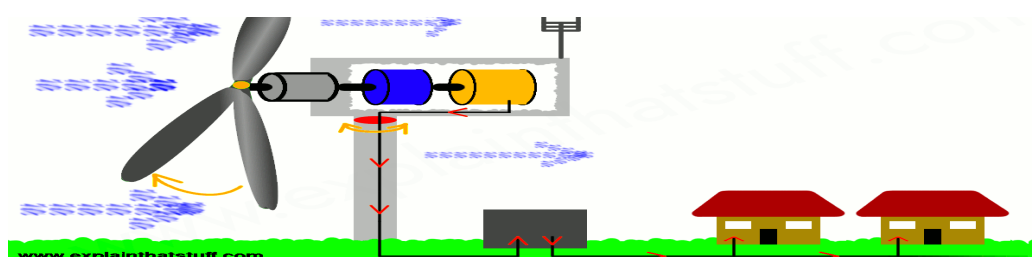
(Source: Peak District Kids, 2021)

Section 2Feature 1

(Source: Peak District Kids, 2021)

As seen highlighted in the above image, feature one will focus on the stepping stones. From using the stepping stones to travel from one side to the other, the children can learn a variety of mathematical and scientific concepts. Firstly, the children can count how many steps they have had to take to get from one side to the other. This not only gives them an opportunity to practice numeracy skills by counting, but also allows them to question the concept of distance. Adults can facilitate this by asking questions like "How many steps further are you than the person behind you". To which a child may respond, "I have travelled 3 steps more than them". This not only reinforces the new curriculum in Wales which emphasises learners using mathematical language, but also allows the child to extend their knowledge by visually understanding that because they have travelled 3 steps more than someone, they have travelled further distance. (Welsh Government, 2020a).

Moving on, the children will also learn about balance and forces when crossing the stones which have an uneven surface. For example, if the children are walking across the stones and a gust of wind catches them, they may lose their balance and wobble. This is an opportunity to explain that wind is moving air, so it has momentum and when the momentum is transferred to something it hits in this case, the child, the force of the wind can move objects or people (The Weather Guys, 2020). This would meet requirements stated in the new curriculum Wales that highlights children achieving progression step 2 by investigating different forms of energy and the transfer of energy. As well as the children being able to communicate the effect forces have on them. Once children understand how the force of wind has moved their body while crossing the stones, they can apply their experience and begin to learn how the wind can turn turbines to create electricity using the same principles, which would progress them to step 3 where children understand how energy can be used to provide the energy needed in life (Welsh Government, 2020b). The diagram below could help them visualise that instead of their bodies being moved by the wind, it is a turbine instead which then transfers to electricity for houses.



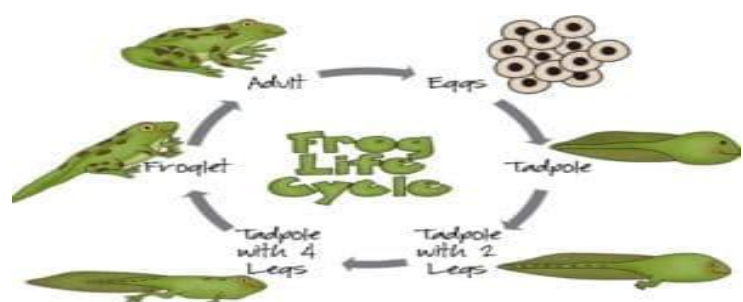
(Source: Explain That Stuff, 2020).

Feature 2

(Source: Peak District Kids, 2021)

As seen highlighted in the image above, feature 2 will focus on the river. The river could provide an abundance of opportunities to explore scientific concepts. For example, the children can be provided with magnifying glasses to explore animals in the river. It is likely that tadpoles and eggs would be present around the edges of the river and the children could look at these in more detail using the magnifying glass. They could be shown this image below which visually describes the life cycle of a frog and use their magnifying glasses to see how many legs different tadpoles had and look back at the poster to see where the frog would be in its lifecycle. The children could then walk around the river and grass areas looking for frogs to show the tadpoles as adults. The children could be provided with iPads, so they can take photographs of the eggs, tadpoles and frogs. This would allow the children to practice using technology in the world around them, something the new curriculum aims to cover. It is very likely that there would be fish, ducks and insects also present in the river. The children can learn that these bigger animals are threats to the tadpoles and may even witness them trying to eat the tadpoles. The new curriculum in Wales highlights that children should explore the relationship between living things and their life cycles and how living things depend on one another to live, as well as the threats to living things, something this activity will help them achieve.

The new curriculum also allows children to explore the animal's habitats. In this activity children can learn that the tadpoles need the river to survive, but the practitioner can further the children's knowledge by explaining how the river is there in the first place through the water cycle. The activity could involve providing paper plates and pens so that the children can draw the river as they see it, the practitioner can then explain the water cycle to the children and they can draw how they think it works on the plate so they can visualise it to understand (Natural Beach Living, 2021). This activity will provide learners with the opportunity to explore lifecycles and habitats as stated in the new curriculum Wales (Welsh Government, 2020b).



(Source: Kiddyhouse, No date).

Feature 3

(Source: Peak District Kids, 2021)

Feature 3, as seen highlighted in the above image will focus on the hills, which is a sloping and uneven surface with varying gradients. This sloping surface will provide a rich opportunity for children to learn about forces. The children could be provided with different types of balls and firstly roll them down the flatter hill and then the steeper hill. The children talk about their observations, such as they noticed the ball rolled faster down the steeper hill than on the flatter hill. From this, they can learn that the steeper the gradient, the faster the ball will go because of the energy it gains on a steeper gradient. This activity is also useful for developing children's vocabulary and linking their observations to key concepts. For example, if a child says "the ball rolled faster down the steepest hill". This communicates that they have understood what they have observed and would be able to apply it in the future.

This activity is also beneficial to teach children the concept of gravity. For example, the children can effortlessly let the ball roll down the hill because gravitational force is pulling it down, but the children can then be asked to roll the balls back up the hill. This will take a considerable amount of effort and from this, the children can learn that it is hard to roll the ball back up the hill because gravity is trying to pull it down. Having this hands-on experience of gravity can help them visualise what it is they are learning. This activity can help achieve the progression steps set out in the new curriculum Wales by using a model to describe the forces acting on an object, in this case the balls being the object and gravity the force (Welsh Government, 2020b). It is also a good opportunity for children to learn about the mathematical concept of shapes. For example, they have learnt that a ball will roll down the hill because of its shape, but what about rolling down a triangle or square shaped object, they can observe that certain shaped objects will roll, while others will not (Peep and the Big Wide World, 2021).

Section 3**RISK BENEFIT ASSESSMENT**

Location / Activity:	Mountain walk with river	Date:	September 20 th 2021
Assessor:	Kelsey Jenkins	Review date:	March 20 th 2022

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 using stepping stones to cross river	• This will help develop the children's ability to balance. • Walking on a new surface to cross the river will give the children a sense of achievement and build self-esteem. • Children will benefit from the higher risk of this activity, research shows that children are too protected these days, so this activity will be a	• Children could slip and fall into the river. • Children may stand awkwardly on a stone and twist their ankle. • They may lose balance and put their hand on the rock to regain balance and graze their hand.	Children and adults	• An adult can wear appropriate waterproof trousers and wellington boots and enter the river and walk alongside the children as they cross the stones. This just ensures that the adults can closely monitor the children and if a child does lose balance, the adult can hold their hand until they regain balance and can continue crossing. • Prior to crossing the stones, a conversation will be had with the children, explaining that they will be walking on a surface they may never have experienced before. They can be advised to take their time and make sure they are happy with	MEDIUM

	chance for them to feel exhilarated. • The children will have to really focus on walking across the stones not to fall, whereas they would usually take walking for granted when on flat ground. This will show them what their bodies are capable of.			where they are placing their first foot before they put both feet on the stepping stone. Emphasis not to rush. • Children will be informed that if they do lose balance that they can reach for the teacher's hand, rather than reaching for the rock to avoid grazes and cuts. • Before taking the children to the real activity, the teacher will place rubber mats on the floor to resemble stepping stones and can get the children to pretend everything other than the mats is water, this will get the children to practice their balance. • Enough precautions are in place to justify the benefits of this activity outweighing the risks.	
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Children exploring the river edge for eggs, tadpoles and frogs and taking pictures of them with iPads.	- Children have the opportunity to explore living things in person rather than just seeing them in a book or on a screen. Seeing living things in person will help the children understand that they share the world with these creatures and that these are real animals, that they should treat with care, making them informed citizens in society. - The children can identify frog eggs, tadpoles and look for adult frogs. This will provide a rich, hands	- Children may lose balance when bending down and fall into the river. - In this type of environment, it is likely that there will be insects that may bite or sting the children and cause allergic reactions. - It is also possible that there will be dogs off lead, which may show	Children and adults	- Adults will identify the safest parts of the river to explore and communicate these to the children. Boundaries will be set so that children understand they are not to go to certain parts that may put them at risk. Also, before being allowed to explore the river for living things, it will be discussed that the children should take their time and do not go too close to the river if they are not confident in being able to balance when bending. The children will also be wearing wellington boots to ensure that if they do stumble into the shallow edge of the weather, their feet will be dry. - Before leaving for the activity, all children with severe allergies will	LOW
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	on learning experience to understand living things, the habitats they need to survive and their life cycles. • The children will be bending down to explore the tadpoles in the river, this will benefit their physical development, building strength in their legs and learning to balance when crouching. • The children can take pictures of the living things on iPads, which is useful for them to practice bringing	aggression towards the children. • Dog owners may also have left faeces around the areas the children are exploring, which can lead to infections if it gets into cuts, eyes or mouth. • Children could get separated from the group when they are exploring.		be identified and if their parents/guardians have supplied the setting with allergy medication or an EpiPen if a child is allergic to bees or wasps, these will be taken by staff to the location to ensure they are prepared for worst case scenarios. • Boundaries are also to be set regarding on and off lead dogs. The children will be made aware that they are not to approach any dogs to avoid putting themselves in danger and out of respect for the dogs and owners. • As mentioned, it is likely there will be dogs walking in this area, which means it is likely to be dog faeces. The children will be made aware to look out for this	
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	technology and the outdoors together and understanding that because the world is now digital, it does not take away the benefits of learning outdoors.			and avoid it wherever possible. They will also be told not to put their hands in their mouth or rub their eyes until they have washed their hands at the end of the activity. When children are looking for the living things, they may become separated from the group. This risk will be limited by ensuring the children know boundaries of exploration and each child will also be wearing a hi-vis waistcoat to enable staff to spot children in the group.	
Children climbing steep, uneven hills to roll the balls down	Benefits children physical development as they are using various muscle groups to climb the hill.	Children may fall climbing the hill because of uneven surfaces.	Child and adults	- Ensure children are aware they are experiencing uneven surfaces and to travel slowly. - Ensure the children have water to hydrate and that they know	LOW

	• They will first-hand experience, that it is harder to climb up than it is to walk down, this will be the same case for the balls rolling down the hill and a useful way to explore gravity.	• May find the climb tiring and not enjoy it.		they can rest if they feel tired and then go again.	
Exploring outdoors in different weather	• Children can observe different weather systems and practice vocabulary such as “ it is wet and cold today”. • Children can learn the risks that different weathers bring.	• If it is wet, mud can cause the ground to be slippery and children can fall. • Cold, wet weather can cause the children to become too cold and upset them.	Children and adults	• As activity day approaches, keep checking the weather forecast and look for any extreme weathers, such as extreme heatwaves or storm weather as it would be inappropriate to take the children in these conditions. • Ensure parents are aware of the trip and that they provide appropriate clothing, like sun cream, hats and lots of water in sunny weather and plenty of	LOW

		• Sunny weather could cause sun burn, and becoming overheated could make the children agitated and upset.		waterproof layers if it is wet. Wellington boots will be advised in both weather due to nature of activity.	
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Section 4

Froebel (1887, quoted in Tovey, 2012.p.63) believed that a relationship with the outdoors was essential to children's learning and development. Froebel also advocated that children learn in nature and not just about nature. Similarly, Montessori (1966) also voiced opinions that children being connected with nature had a significant impact on their learning experience. Moorhouse *et al.* (2020) reinforces the previous hypotheses and states that children will experience the richest learning opportunities when they are in a stimulating outdoor environment. The theorists highlight that mathematical and scientific concepts can be learnt when children are provided with the right environment and useful resources.

Waller (2009) also values the benefits of children learning outdoors and states that adults are essential, as it is the practitioner's role to provide children with an opportunity to play and learn outdoors every day. Waller (2009) additionally notes that for an adult to provide consistent, rich and meaningful play opportunities, they need to appreciate and understand the learning opportunities the outdoors can facilitate. Froebel (1887, quoted in Tovey, 2012) has similar views and compares practitioners to gardeners and the children to plants. It is a gardener's job to look after their plants and ensure they flourish and grow, meaning the adults should provide the right environment for children to thrive and develop. However, Kalpogianni (2019) explains that practitioners face challenges when it comes to providing outdoor play opportunities and that despite the wide reported learning and developmental benefits. In a study, it was found even though the views of 662 pre-school educators promoted outdoor learning, they admitted that there had been a decrease of outdoor play in their settings, with determining factors being limited outdoor time allocated, along with small outdoor spaces and worries over child safety. Bento and Dias (2017) reports similar findings and agrees that even though there is now an abundance of information available on the benefits of outdoor learning and play, a barrier to this is adult led fear of children coming to harm, so they tend to keep children inside. UNICEF (2019) state in the UNCRC article 31 that children have a right to participate in a wide variety of play opportunities, and Bento and Dias (2017) argue that keeping children inside is the adult denying them their rights.

Nicholson's (1971) loose parts theory condemned previous attitudes that said some children were born creative while others were not, by arguing that there is evidence to support that all children enjoy interacting with variables, which can be anything from materials to smells to sounds. When children interact with loose parts, they will ignite their creativity and push boundaries of imposed limitations to fulfil their desires and imagination. Nicholson (1971) also says that in an environment, the quality and variety of variables will have direct correlation to imaginative possibilities a child will see. Loose parts are defined as any object in an environment that is open-ended and can be used however the imagination desires. Ranheim (2020) is of the position that loose parts can develop mathematical and science concepts by using them to explore foundational maths and science skills in a fun way.

Cawley (2019) explains that it is the adult's role to access a suitable space for the children and provide loose parts. For example, in feature 3, the adult has chosen to do the activity on hills and provided loose parts in the way of different types of balls. By rolling these balls down the hill, the children will be having fun while underpinning the basic concepts of gravity.

Froebel (1892) held the opinion that children learn the most when they are engaged, intrigued and using their imagination. He said that the best way for children to learn was via self-led activities, where they can be hands on in their learning. Piaget (1952) had similar views and stated that physically exploring concepts allowed children to gain deeper understanding of the purpose of the activity and increase knowledge retention.

Cutter- Mackenzie (2007) explain that while it is recognised that outdoor play can benefit a child across the curriculum, particularly in maths and science, they recognize that there is tension between the attitudes of practitioners with some supporting outdoor learning, while others do not value the learning possibilities the outdoors provides.

Cutter-Mackenzie and Edwards (2013) advise that it is the adult's role to have a blended approach to learning, where there is balance struck between child-led and practitioner- led experience. Tranter and Malone (2004) would agree with this and imply that it is the adult's role to facilitate activities that are suitable for the environment the child is in and also bring value to the child. An example of this blended approach would be the adult leading the child to look for tadpoles in feature two and suggesting features they could look for, but then standing back and allowing

the child to carry out the activities themselves. This way of practice may also be supported by Vygotsky's (1978) more knowledgeable other theory in his zone of proximal development whereby children can learn by interacting with more knowledgeable others when they will accept guidance, like in this case, without the practitioner making the children aware of the tadpoles, they would not have known what they were looking for, but with the guidance of the practitioner, they would be able to explore the tadpoles and their life cycle. Vygotsky (1978) also explained that a more knowledgeable other does not necessarily mean someone older and that it is the role of the adult to provide peer-peer learning opportunities by putting high and low ability peers to work together, with the aim of the lower ability child observing the other and developing their skills. The teacher could facilitate this in feature two, by putting the children strategically in groups of mixed abilities. For example, if a child is not sure what features they are looking for on the tadpole, like the number of legs, their peer could talk them through what they are seeing and transfer that knowledge.

Wood *et al.* (1976) developed the term scaffolding. This is when adults can give guidance on a task, then reduce help until the child can do it alone. Scaffolding is most beneficial when it is in correlation to the child's needs and knowledge to that point. For example, in figure one, where the children need to cross the stepping stones to get to the other side, one child may have crossed these before and be confident in what they are doing and therefore require no guidance. Whereas another child may never have experienced stepping stones before and need guidance on how to start crossing them. When the child has been guided across the first few steps, the adult may stop giving less instructions until no more are required because the child now knows what to do. The children can then count how many stones they have crossed. Ojose (2008) would recommend adults facilitating activities like this for children because his research suggests that children are able to greater develop numerical skills through doing activities. In this case, the children are counting each stone they step on, which allows them to apply the concept of counting through visualisation.

Berg (2020) discusses the Reggio Emilia approach and reports that it is the role of the adult to be the children's learning partner and not a dictator. This means that the adults can facilitate and guide the learning activity, but that they carefully listen and observe the child, while being a part of the child's learning. Children can guide their own experiences. For example, in feature three, where the children are rolling the balls down the hill, the adult may guide them into that activity, but then stand

back and observe and acknowledge what the children's thoughts and actions are, rather than over-ruling the children and telling them what they should be thinking. Berg (2020) also states that the role of the adult in Reggio Emilia is to document what a child is learning, as they are learning it. This was applied in feature two, where children take pictures of the eggs, tadpoles or frogs with an iPad. This is not only proof of an activity, but also allows the adult and children to reflect on what they learnt together, creating that partnership to learning. Goodwin University (2019) may disagree with the Reggio approach and state that some children work better with structure and with adults instructing rather than guiding.

Brodie (2014) discusses the concept of Sustained Shared Thinking and that it is good practice for adults working with children to participate in this. Sustained Shared Thinking is a two-way line of communication, usually between an adult and a child. The conversation is balanced and an opportunity for both parties to reflect, evaluate and problem solve. Sustained Shared Thinking could be used after all of the activities listed in the photograph, as it is a chance for the adult to reflect with the child after an activity and really listen to them to see if they have comprehended the key aims of the activity. For example, if after rolling the balls down the hill, the adult and child have a conversation, in which the child recalled that the balls rolled faster down the steeper hill, that provides clarity for the adult that the child has learnt science concepts of force and gradient, topics that the Welsh Government (2020) require learners to understand. Similarly, to Brodie's (2014) beliefs regarding a good line of communication to enhance reflection and problem solving, Price- Mitchell (2015) discusses the term metacognitive talk. This has similar aims to Sustained Shared Thinking and gives learners an opportunity to think deeply about what it is they are doing, which can enable them to achieve higher. An adult can facilitate metacognitive thinking by allowing children to recognize what they do not understand. For example, at the end of the activities discussed in the images, an adult can ask "what was the hardest activity we did today?" This allows the children and adults to acknowledge what the children struggled with and explain to them that finding things difficult is part of learning, as understanding what is difficult provides areas that can be improved.

Kalpogianni (2019) and Bento and Dias (2017) found that outdoor learning has reduced due to health and safety concerns. Scottish Care Inspectorate (2018) agrees that this is a determining factor and is advocating that adults working with children 'take a positive approach to risk'. This is because they

have found that children's learning has been restricted by irrational health and safety concerns. They voice that it is the role of the adult, to weigh up the risks and benefits and carry out an activity if there is a better chance of a good experience than something going wrong. For example, if the adult would not let the children climb the hill in feature 3 to roll down the balls, they are not only missing out on learning about gravity and forces, but also missing out on physical activity that will holistically develop them. The Health and Safety Executive (2012) agrees that there have been too many restrictions due to health and safety and states that children are becoming too protected and are missing out on valuable learning experiences as a consequence. The Welsh Government (2020c) say that the main focus of developing the new curriculum is to improve education and the Scottish Care Inspectorate (2018) would argue that unless there is more flexible guidance on risk-benefit activities, children may miss out on potential learning aspects.

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