

Part 1



Source; Rowcliffe,2025, personal photograph

## Part 2

We took a group of 24 children to the beach in the local area. The age of the children were 3-7 years old. We were at the beach for an hour and a half. We took some of our own resources to the beach, we took buckets and spades, a bag to collect rocks to be able to paint rocks when we got back to the setting. We also took some paper and pens for the children incase they wanted to take a picture of the beach or draw a plan of what they were going to do.

We hired a bus to take us to the beach while on the bus the children were talking about all the different things they would be able to do at the beach. While driving to the beach the children were admiring the surrounding areas around them as we made our way to the beach. Some children showed their friends where their house was if we drove past them. The children enjoyed looking out through the windows and pointed out different things that interested them and spoke about the different things that they saw.

While on the bus the children began to play a game, they were spotting different colour cars and were counting how many different colours they saw and how many cars. The children asked for paper and wrote down the different coloured cars that they could think of that they may see. After they made their list, they kept an eye out for the different coloured cars. By doing this the children are reaching the progression step 1 within the curriculum for Wales. Within this progression step the children will be able to collect data and record it. The children will also be able to count and write numbers (Welsh Government, 2019). By playing this game the children are using their counting skills, and they can recognise different numbers. They are beginning to develop their ability to collect data and compare.

While at the beach a group of children were throwing stones into the water. The children were picking different size and shape stones to see how they all hit the water differently and how much of a splash each stone made. The children selected 3 different size stones to throw into the water and compare which ones made a bigger splash and how much force was needed to create different size splashes in the sea. The children enjoyed seeing the different sized rocks making different splashes. They spoke together and compared the different rocks they had found and what shape they were, the size of the rock and how heavy the rock was. By

comparing and looking at the shape of the rock's children are reaching the progression step 1 that is linked to shapes within the curriculum for Wales (Welsh Government, 2019). The children are developing their mathematical skills without being aware by doing basic everyday things at the beach. The children are thinking they are playing while they are learning new things.

The children were also comparing with each other how far they could throw the stones into the water and making it a slight competition to who could throw the stones the furthest into the sea. While the children were throwing stones into the sea I suggested that we go on a treasure hunt and collect a range of different stones. I explained to the children that we could collect the stones and take them back to the setting and paint and decorate the rocks and the children can take them home once they have dried. Just before we left all the children went exploring around the beach and found a rock that they wanted to paint and decorate. We place the children's name on the rock and we placed them in a bag and took them back to the setting.

While another group of children were building sandcastles and using the different resources at the beach to decorate, they used materials like shells, small rocks, pieces of branches and seaweed. The children were discussing together how they were going to make the sandcastles and what they were going to use to decorate the sandcastle. When I went over to see what the children were doing, I had a conversation with the children about what they were doing and what they were going to place on the sandcastle.

The children explained to me that some of the children were looking for different resources to be able to decorate the sandcastle once they had finished building it. They had spoken to each other and decided on what they needed to look for on the beach. The children asked me if they could have some paper and a pen to create a list of the different resources that they needed to find, this was a way to ensure all children remembered what they wanted to find. They saw this as a little treasure hunt that they had created for themselves. The children ticked off the items one by one as they found them on the beach. Once all the items on the list had been found the children had all come together to show what they had found and decided on how they were going to decorate the sandcastle as they worked together to create the final masterpiece. The children used the bucket and spades that we

had taken with us to the beach and started to create their sandcastles together. They added the different resources that they found and added them onto the sandcastle to decorate the sandcastle. Once they had finished their masterpiece, they called the staff members over to show them what they had created they also showed the other children what they had created while at the beach. They were extremely proud of what they had created and couldn't wait to go home and tell their parents what they did at the beach.

As we waited for the bus to come and collect us from the beach we sat and had a snack and a drink as the children were thirsty and hungry from playing and exploring at the beach. While the children sat to eat their snack, we discussed what the children enjoyed doing the most at the beach and explained why they enjoyed. They discussed what they were going to draw on their rock ones we got back to the setting. Some of the children discussed what they wanted to do next time if we came back to the beach again. Some children said that they wanted to build sandcastles like some of the other children did while some children wanted to explore the rocks and throw them in the water next time.

While sat on the bus one of the children was explaining to me what they enjoyed the most at the beach and they couldn't wait to ask their parents if they can go back on the weekend because she enjoyed so much. She asked if we could go to the beach again next week and if we could go to a different beach the next time therefore, they were able to get a different experience to the one that they had this time. I explained if we came back to the same beach again their experience may be different as things can change on the beach when the sea tide comes in and out. The child asked 'when we get back to the nursery can a draw a picture to show my mummy and daddy what we did at the beach today' I told her that she was able to do this and I was happy that she enjoyed so much and I couldn't wait to see her picture when she had finished it.

## Part 3

|                             |                 |                     |           |
|-----------------------------|-----------------|---------------------|-----------|
| <b>Location / Activity:</b> | Aberaeron beach | <b>Date:</b>        | 17/9/2025 |
| <b>Assessor:</b>            | Cara Rowcliffe  | <b>Review date:</b> |           |

| Experience exploring outdoor space in photograph | How will young people BENEFIT from this activity?                                                                   | Hazards and associated risks                                                                                                                      | Who is at risk?    | PRECAUTIONS in place to reduce risk of injury                                                                                                                                                                                                                                             | Overall risk after precautions<br>RATING:<br>L/M/H |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| The beach                                        | The children were able to go and explore the environment around them and learn about different things at the beach. | There are many different risks at the beach. The tide could come in; there could be some jellyfish. There could be dogs on the beach or dog mess. | Children and staff | These risks can be reduced by ensuring that a risk assessment has been done beforehand, ensure that there is a designated area away from the sea incase something happens. Ensure that we are near the exit of the beach and make sure we can leave quickly in the event of an emergency. | Medium                                             |
| The bus journey to the beach                     | We got a bus to the beach. The children were able to experience going on a bus and                                  | The children could take off their seatbelts or not put                                                                                            | Children           | This risk can be reduced by checking that all children have their seatbelts on and that staff are sat around the bus therefore they are                                                                                                                                                   | Medium                                             |

|                                     |                                                                                                                                                                           |                                                                                                                                         |                        |                                                                                                                                                                                                                                                                                                |        |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|                                     | share it with their friends.                                                                                                                                              | them on at all.                                                                                                                         |                        | able to keep an eye out and make sure that none of the children take off their seatbelts while on the bus.                                                                                                                                                                                     |        |
| Throwing rocks into the sea         | The children were throwing stones into the sea and using their counting skills/                                                                                           | The children could fall into the sea while throwing the stones into the sea.                                                            | The children and staff | We ensured that there was a staff member with the children supervising while they were playing close to the sea. We explained the importance to not go into the sea incase they fell into the water, and they could be hurt if they couldn't swim properly.                                    | High   |
| Climbing on the rocks               | The children were climbing on the rocks and jumping from one to another. The children were using their jumping skills and counting as they went from one rock to another. | While running across the rocks and jumping from one rock to the other the children may slip or trip and fall and could hurt themselves. | The children and staff | Staff ensured that they were stood and supervised the children while they went on the rocks. The staff explained to the children how its ok for them to be climbing on the rocks, but they needed to be careful while they were climbing as they didn't want them to fall and hurt themselves. | High   |
| The stairs going down to the beach. | The children can use their counting skills while walking                                                                                                                  | The children could fall or                                                                                                              | The children           | Staff ensured that they explained that the children needed to be                                                                                                                                                                                                                               | Medium |

|                                            |                                                                                                                                  |                                                                                                         |                         |                                                                                                                                                                                               |      |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|                                            | down the stairs and seeing how fast they can go down the stairs.                                                                 | trip as they were walking down the stairs to the beach                                                  |                         | careful walking down the stairs to the beach and it was important that they didn't rush or push any of the other children as they walked down the stairs.                                     |      |
| The wooden fence on the side of the beach. | The children were able to climb up the fence carefully with the supervision of staff.                                            | The children or staff could get a splinter from the fence if there were any loose bits of wood.         | The children and staff  | Staff had a look at the fence to see if they could see any loose bit of wood. The staff explained to the children how it was important for them to be careful while playing around the fence. | high |
| Bucket and spade.                          | The children were able to make sandcastles with the bucket and spade and be creative in creating different types of sandcastles. | The children or staff could trip over the bucket and spades if they are left lying around on the beach. | The children and staff. | The staff ensured to explain to the children to keep the buckets and spades to one area to try and reduce the risk of anyone falling over them.                                               | Low  |

## Part 4

This essay will discuss how adults support and promote children's maths and scientific learning and develop within the outdoors. Within this essay there will also be a discussion on how curiosity and discovery promote children's development and how theorists have created documents to help promote and explain the importance of outdoor play for children.

The outdoors environment provides children with different experiences to what children will experience during indoors play. The outdoor environment provides children with many different experiences. It gives children freedom, space, the ability to contact with the natural world, multi-sensory experiences, real life experiences and risky and challenging experiences. The outdoors environment can support inclusion and is a way of meeting individual's needs. This can be done by offering a wide range of different play-based experiences for the children (Gail Ryder Richardson, 2017).

Within the foundation phase outdoor learning handbook, it states that the outdoor environment is the ideal area for children to experience exploration learning. Within the framework for children's learning 3–7-year-olds it states that within the foundation phase children's discovery and learning should be promoted within the outdoor environment. Practitioners can support this by providing environments that will allow children to explore and discover new things (Adran and Oes, n.d.). This will promote children to meet their early mathematical and scientific levels within the setting. These can be promoted by providing fun counting activities for the children, this can involve leaves, rocks, conkers, acorns. A child's scientific development can be promoted within the mud kitchen outdoors by encouraging children to experiment by making mud pies, the children would need to work out how much water and mud would need to make the appropriate consistency for a perfect mud pie in their eyes.

Within some settings there can be barriers that will affect the ability to promote the children's development within the outdoors area. Unpredictable weather can be one barrier and within some settings staff do not like going out in the rain while the children enjoy going out in all-weather including the rain. Some settings may not have much outdoor space therefore the ability to provide an environment that provides many different opportunities for children can be difficult. Outdoor

resources can be costly therefore some settings may not be able to buy many different resources for the outdoors, and they may not have enough space for them also (Early Years Alliance, 2023).

Some settings rather to use the loose part method to encourage children's play and development within the setting. This can seem like a simple and cheaper options as many resources can be donated to the setting for example, tyres, pieces of wood, bed sheets, rope, frying pans, saucepan's, bowls. Loose parts play can give children the opportunities to encourage on their curiosity, creativity, imagination and invention. Within loose parts there is no structure to how the children should play, the option is entirely up to the children to what they want to do with the resources. Loose parts have many different benefits on children's learning, it can increase children's physical activity, it can enhance cognitive skills and can increase children's focus and engagement within certain things. if children are doing something that they enjoy they are more likely to engage and focus within the activity for a longer period. By using loose parts, it encourages children to develop their critical thinking and problem-solving skills within their play. It allows the child to create games of their own and when they come across problems they can solve and think about what they can do differently to make something work (Only About Children, 2020).

Froebel created the first kindergarten area; this is a nursery or garden area where children were able to grow and develop that was supported by adults. Froebel believes that within the early years if a child's life is the most important in children's education because they create the first foundations that help with children's learning later in their education. Froebel argued that children learn best through self-activity, talking and playing (Tovey, 2012).

Montessori believed that children should experience as much time as possible outdoors. The main philosophy of Montessori's theory is the connection with the natural world. Montessori believed that the outdoor nature helps children to expand on their curiosity and exploration, they will also achieve sensory experiences within the outdoors. While playing outdoors it can promote children's physical, social, emotional and cognitive development. Children can benefit by being outdoors by helping children to reduce their anxious energy and it can be a good way to release stress by having less boundaries outdoors. While being outdoors it can support

children's creativity and problem-solving skills. Children can experience different things while being outdoors and they can find ways to solve different problems that they will come across within the outdoors (Montessori Partnership, 2021).

There are many ways that promote children's development while being outdoors. Gardening will allow children to be interactive while outdoors and it allows children to engage all their senses; gardening will allow children to have a go at growing they're on vegetables and plants and gives children the responsibility to water them and look after the plants to ensure that they grow. Children will learn many new things during the process while the plants are growing and the importance to taking care of them. Going for a walk and collecting different objects from the natural environment, for example leaves, acorns and conkers can be collected when going for a walk and can be used for a sensory activity when getting back to the setting. This can also encourage children to use their counting skills this will create a numeracy activity for the children. This is a simple but effective activity and children will not realise that they are learning while playing. Another activity that can be done within the outdoors is cloud spotting. The children can lay on the floor and count the clouds and use their imaginations when looking up at the clouds. Every child will see the clouds as different things, because all children see things in a different way. Some children may look at a cloud and they can see a dog while another child may think it looks like something else. Montessori believed that these sort of activities within the outdoors will benefit children and promote their development and learning in many ways (Montessori Partnership, 2021).

Practitioners can provide interesting activities for children within the setting that will meet certain skills. Practitioners can create problem solving activities for children and if they are interested in the activity the children will participate and solve the problem without realising that they are enhancing their mathematical problem-solving skills. For example, the children may need to build something with certain resources provided therefore they will need to work out how to use the resources to create a certain item.

Within settings it is important that practitioners provide an enabling environment for the children this can be done within the indoors and the outdoors. This type of experience can provide children with many different benefits, by

observing children practitioners are able to identify their interests and create activities that will interest the child/children therefore this will benefit their development and learning. While playing children are using their current skills that they have developed, and they are also encouraged to learn new skills if the activity involves the need of skills that they haven't developed, or they may not be confident with or have fully developed the skill. Storage can be a challenge for practitioners to be able to provide enabling environments for the children within the setting (Eaton, 2023). This can have an impact on being able to provide a wide range of activities for the children within the outdoors. Lack of storage space to keep certain resources can make the areas look messy and staff may encourage the children to stay away from the areas to ensure that there isn't any more mess in the setting. This can have a negative impact on the children's development as they are being told not to play with certain things that are interesting for the child therefore some children may push the boundaries and continue to go to the areas that they have been told to stay away from. When completing an activity outdoors encouraging the children from a young age to help tidy up and place resources away in the appropriate place is encouraging children to tidy up from a young age. This will also teach the children that they are allowed to play with all the resources available within the environment as long as they put them back when they have finished with the resources (Eaton, 2023).

It is important that children are given challenges through play. Vygotsky's theory about the zone of proximal development helps practitioners to plan and create activities for children to help their development. The three zones include the easy zone, the zone of proximal development and the too hard zone. Within the easy zone this includes what children can do without any help or support. Within the zone of proximal development this is where children can develop new things with the support from practitioners. Within this zone it will encourage children to try and do new things by having the help and support from the practitioners. By attempting something new and achieving this it will allow the children to feel more confident in themselves and proud that they tried something new and succeeded. If they don't succeed the first time the practitioner can alter the activity or provide a little more support for the child for them to succeed. As the child gets confidence the activity will then leave the zone of proximal development and will then become something that the child is able to do without any support. If an activity is too hard for the child it can lead to the child

becoming frustrated due to being unable to complete the task therefore, they may not want to continue participating within the activity. It is important that practitioners can identify when the task is too difficult for the child to do therefore, they are able to adapt the activity and move it into the zone of proximal development and provide support for the child to be able to achieve the activity that is planned (Helpful Professor Explains!, 2023).

By looking back at the information that has been researched a wider understanding of the importance of providing an enabling environment for the children to develop and learn outdoors and how to involve maths without the children realising that they are using their maths skills. The importance of providing children with challenge and pushing the children to learn new skills by having help and support from partitioners instead of giving the children activities that they won't be able to complete. The children will benefit more from being given activities to complete by having support.

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I have not used any AI resources