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Part 1.



(Source: Elite Garden Design, no date).

Part 2.

On Wednesday 11th September Miss Lloyd, Mrs Davies and Miss Jenkins took 14 year 1 children to a local forest area. The purpose of the visit was to encourage the children to explore the area and gain first-hand knowledge on living things and life cycles. Therefore, paper, pencils, crayons, baskets, tweezers, and magnifying glasses brought to the forest area to enhance the children's learning.

The children put on their high-vis jackets and were put into pairs, the children walked smartly to the forest area and listened to all instructions from teachers. The children

arrived at the forest area, they were put into 3 groups and were closely observed by a teacher. The role of the teachers in this instance was to ensure the safety of the children and to encourage the children to explore with little input.

One little boy ran straight over to the tree stumps and began jumping between the different stumps, 4 other children followed and stood in a que watching. The little boy who was jumping between the stumps began telling his friends “That stump is far, you really got to push”. One of the boys were struggling to jump between two of the narrower stumps. He was visibly getting upset and his friends began to comfort him and tried to help him jump between the stumps. The boys collectively concluded that the problem was that the two stumps were far apart and smaller than the rest.

Miss Lloyd heard one of the boys calling a smaller stump a “baby tree”, Miss Lloyd asked him why he thought the small stumps were baby trees and he explained that they were “not as big as the other stumps, so they must be younger”. Miss Lloyd told the boy’s that the way to find out a trees age is to count the rings, Miss Lloyd then asked the boys how old they thought the biggest tree stump was and they guessed 9 years old together, she then asked the boys how old they thought the small stump was and they guessed 4 years old. The boys then began counting some of the rings on the stumps face, 3 of the boys began to try and count the rings on the trees, one of the boys was fascinated that there were over 20 rings on each of the stumps. The boys then began comparing how many rings each tree stump hand, Miss Lloyd could hear the children saying, “this stump has more rings than that stump”, “this stump has the less rings” and “this stump has the most rings”.



(Source: Wiki How, 2024).

Links to the curriculum.

According to Welsh Government (2020, a) the children's exploration has the following link mathematics and numeracy:

Number systems

Progression step 1- I can use mathematical language to estimate, describe quantities and make comparisons such as 'more than' and 'less than'.

Progression step 2- I am beginning to estimate and check my answers.

Geometry in relation to shape, space, position, and measurement.

Progression step 1 – I have used general language regarding shapes to explore and compare through investigative play.

Further to this, Welsh Government (2020, b) states in accordance with the Welsh curriculum the learning the children participated has the following links to science and technology:

Being curious and searching for answers to obtain knowledge and understanding.

Progression step 1- I show curiosity by wondering and asking questions about how things work.

I can explore an area and share my ideas with others.

Progression step 2- I can recognise patterns from observations and share the findings with others.

I can use my knowledge to predict effects as part of my scientific investigation.

Living things depend on each other for survival.

Progression step 1- I can recognise that plants and animals are all living things which grow.

Forces and energy.

Progression step 1- I can recognise, follow, and create patterns and sequences in daily tasks.

Progression step 2- I can use my knowledge to anticipate effects as part of my scientific investigation.

Another group of children picked up some baskets and began looking and collecting different leaves and flowers in the area. Mrs Davies observed the children comparing the sizes and colours of the flowers and leaves that they had collected to their peers. Mrs Davies observed the children using terms such as "bigger than, smaller than and the same". One little girl brought Mrs Davies a flower, together they looked at the flower and discussed how it was white and green. Mrs Davies noticed that there were little black dots on the flowers and said to the child "I wonder what these dots

are” the girl went and got a magnifying glass and realised it was a small bug. The girl ran over to the rest of her group and began to tell them that there were bugs on the flowers. The rest of the group began to use the magnifying glasses to look at the different leaves and flower. The children were ecstatic when they realised the different variety of bugs that they could find in amongst the flowers and leaves. Mrs Davies encouraged the children to think about why the bugs were on the plants and



(Source: Plant Hill Nursery, 2023).

flowers by saying “I wonder why the bugs are on the flowers and plants”, one boy noticed little holes on the leaf in their hand and told his friends he thinks the bugs were eating the plants. Eventually all the children in the group were able to find a flower or leaf with little holes and bugs on it and the children concluded that bugs eat and live on plants.

Links to the curriculum.

According to Welsh Government (2020, a) the children's activity has the following links to mathematics and numeracy:

Geometry in relation to shape, space, position, and measurement.

Progression step 1- I can explore, compare, and use general language through play to discuss shapes.

Moreover, Welsh Government (2020, b) suggests that the exploration the children participated in has the following links to science and technology:

Being curious and searching for answers to obtain knowledge and understanding.

Progression step 1- I show curiosity by wondering and asking questions about how things work.

I can explore an area and share my ideas with others.

Progression step 2- I can recognise patterns from observations and share the findings with others.

I understand what I do and the things I use can impact the environment and living things.

Living things depend on each other for survival.

Progression step 1- I can recognise that plants and animals are all living things which grow.

Progression step 2- I can investigate relationships between living things, their life cycles, and their habitats.

Matter and the way it behaves, shapes our lives and defines our universe.

Progression step 1- I can identify and explore sequences and patterns in everyday activities.

Progression step 2- I can recognise patterns as a result of observations and investigations and share my findings with others.

Miss Jenkins observes a group of children who decided to use a variety of leaves and flowers to create patterns. Miss Jenkins overheard the children discussing the patterns, the children were using words such as 'bumpy' and 'smooth' to describe the patterns they created on their paper. One little girl began to get cross as her patterns was not as clear as her peers, another child explained to her that she would need to press harder to get a good pattern. Miss Jenkins asked why does the pattern transfer



(Source: Art Bar, 2019).

onto the paper more clearly when you press harder? One little boy answered Miss Jenkins with 'it is because you are putting more force on the paper'. The group then continued using crayons to rub leaf patterns onto paper, as a group they collectively came to the conclusion that all the patterns were different.

Links to the curriculum.

Welsh Government (2020, a) highlights that the children experience has the following links to mathematics and numeracy:

Geometry in relation to shape, space, position, and measurement.

Progression step 1- I can explore, compare, and use general language through play to discuss shapes.

Algebra and symbols.

Progression step 1- I am beginning to acknowledge, copy and generalise patterns.

Geometry in relation to shape, space, position, and measurement.

Progression step 1- I can explore, compare, and use general language through play to discuss shapes.

Additionally, Welsh Government (2020, b) claims that the exploration the children participated in has the following links to science and technology:

Being curious and searching for answers to obtain knowledge and understanding.

Progression step 1- I show curiosity by wondering and asking questions about how things work.

I can explore an area and share my ideas with others.

Progression step 2- I can recognise patterns from observations and share the findings with others.

Living things depend on each other for survival.

Progression step 1- I can recognise that plants and animals are all living things which grow.

Forces and energy.

Progression step 1- I can recognise, follow, and create patterns and sequences in daily tasks.

Progression step 2- I can use my knowledge to anticipate effects as part of my scientific investigation.

Part 3

RISK BENEFIT ASSESSMENT

Location / Activity:	Outdoor woodland area.	Date:	September 11 th , 2024.
Assessor:	Alysha Lloyd	Review date:	April 11 th 2025..

The boxes in the table below will expand as you type into them; pre-entered text is simply for illustration. You should delete irrelevant items and replace with text relevant to your circumstances.
Your overall risk rating – Low, medium or high – is based on your judgement about whether the BENEFITS of the activity or opportunity outweigh the RISKS.

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 the risk of injury	Overall risk after precautions RATING: L/M/H
Short walk from school to the forest area.	Children will learn how safely walk on the pavement and how to put the green cross code into action.	Uneven pavements and curbs could cause children to trip or fall.	Children and adults.	Practitioners will have a re-cap lesson with the children about the green cross code and will remind children the importance of walking prior to the trip. Children and practitioners will all wear high- vis jackets.	L

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 the risk of injury	Overall risk after precautions RATING: L/M/H
		While crossing the road an individual could be injured by a vehicle.		Children will be put into pairs and will be observed closely by practitioners. A ratio of 1 practitioner to 5 children will be maintained throughout the walk. When crossing the road all practitioners and children will use the zebra crossing. All practitioners attending the trip are first aiders and first aid packs will be taken.	
Exploring a new environment independently.	Children will have the opportunity to work with their peers and problem solve independently.	The woodland area is an open space which is accessible to the public. Children could wander off or get lost.	Children and adults.	Prior to the visit to the woodland area the practitioner will organise a lesson regarding the trip and will go through the importance of being aware of strangers and keeping away from dogs. Further to this, practitioners will be aware of stranger and dog procedures.	L

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 the risk of injury	Overall risk after precautions RATING: L/M/H
	Children will be able to assess their own risk and identify what could potentially be harmful to them and how they can minimise this risk. Having first hand experiences in a natural environment gives children the opportunity to be	Member of public have access to the area and therefore children could be approached by strangers and dogs. The children could collect dangerous materials such as rubbish. The ground in the woodland area		Children will wear high-vis jackets which will help practitioners observe children and be in correct ratio at all times. The register will be taken when arriving and leaving the woodland area and regular head counts will be taken throughout the trip. On the morning of the trip a practitioner will do a walk-through of the woodland area and dispose of any harmful litter or animal faeces. The practitioner will also ensure gloves and bags are packed for the trip. Letters will be sent out to parents prior to the trip to the woodland area requesting that children wear suitable footwear. Children will be reminded throughout the trip not to	

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 the risk of injury	Overall risk after precautions RATING: L/M/H
	curious and have explorations. Outdoor experiences can encourage children to become more mindful and caring about nature and the environment. When exploring the area children are developing their physical	could be uneven which could cause a child to trip or fall causing an injury. Low lying branches in the area could cause head and eye injury and scratches.		run and to be careful of any low-lying branches. All practitioners attending the trip are first aiders and first aid packs will be taken.	

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 the risk of injury	Overall risk after precautions RATING: L/M/H
	development and sense of balance by walking on uneven ground, bending down and stretching.				
Exploring plants, flowers, trees, and insects.	Children will have the opportunity to have first-hand experiences with plants, flowers, trees, and insects. These experiences could encourage children to become more	There could be poisonous plants or insects in the woodland area which could cause harm. There could be mushrooms and berries growing within the area which some	Children and adults.	Before going to the woodland area children will have a lesson in school regarding the trip. In this lesson the practitioner will go through the harmful plants and insects which they may see on their visit. Children will be told they must stay away from these plants and insects. Children will also be told that nothing that they pick up is allowed to go into their mouth or anywhere near their faces.	L

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 the risk of injury	Overall risk after precautions RATING: L/M/H
	mindful and caring about all living things. Children will be able to learn about different life cycles and what is needed for plants, trees, flowers and insects to survive. Children will be able to collect a range of natural resources from	children may mistake for food and eat which could result in an individual become unwell. Some children could suffer an anaphylactic shock because of having an allergy to insect bites. Children could pick up stingy nettles which could cause emotional		On the morning of the trip a practitioner will do a walk-through of the site and make note of any dangerous plants they see. This information will then be used to make safe area boundaries which children can explore. Practitioners will position themselves in a space which allows them to observe their group from afar. Children will also be wearing high-vis jackets. Before leaving the woodland area, children will use hand sanitiser and when children return to school, they will be encouraged to wash their hands.	

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 the risk of injury	Overall risk after precautions RATING: L/M/H
	the woodland area which they will be able to use in future lessons.	distress and discomfort.			

Part 4.

The purpose of this analysis is to evaluate the role of an early year's practitioner when supporting children to engage with Mathematics and Science in the outdoors. Moreover, this analysis will focus on how a practitioner can use observations, encourage child-led play, and create an enabling environment to motivate children to participate in activities in the outdoors. Furthermore, theories such as Frobel, Bronfenbrenner and Piaget will be explored and linked to the key focuses. In addition to this, multiagency working, Reggio Emilia approach and loose parts will be discussed. National Literacy Trust (2022) and Walters and Rekers (2019) highlight that outdoor learning develops children social, emotional, and physical skills. Furthermore, Learning Through Landscapes (no date) and Tovey (2016) agree that outdoor learning is supported by the curriculum as it allows certain mathematics and science concepts to come alive and can be easier to understand due to having a first-hand experience.

According to Welsh Government (2023) it is the role of early years practitioners to create engaging environments, effective experiences and enabling adults. Similarly, University of Bolton Greater Manchester (2023) argues that early year's practitioners are crucial for laying the foundations for a child's future development, by providing nurturing, positive and stimulating environments which have a positive impact on a child's social, emotional, and cognitive growth.

Observations

According to West Sussex County Council (2021) an observation is when a practitioner documents what they witness a child do or say when participating in an activity. Similarly, Collins (2010) states that observations are opportunities to watch children and record findings and gain a wealth of knowledge about a child. Moreover, BirthTo5Matters (no date) and Barber and Paul-Smith (2010) highlight that it is the role of the practitioner to ensure competent observations are carried out as they are essential to achieve good practice. In addition to this, Kline (no date) claims that Maslow's hierarchy of needs highlights the importance of a child needing their basic needs met to reach their full potential. Furthermore, Department for Education (no

date) argues that observations allow practitioners to gain knowledge and ensure the individual needs of a child are being met. Complimentary to this, West Sussex County Council (2021) claims observations allow a practitioner to see a child as an individual and understand their needs.

In addition to this, observations allow practitioners to gain knowledge which they can share with other professionals (NSPCC, 2024). Gasper (2017) argues it is the role of the practitioner to ensure multiagency working is successful and results in the needs of a child and their family being met collectively. Complimentary to this, Children's Workforce Development Council (no date) claims multiagency working within early years settings is essential as it allows information regarding a child and their family to be shared with other professionals and ensure the individual needs of the individual are met and safeguarding standards are maintained. Furthermore, Bronfenbrenner's ecological systems highlight the importance of early years practitioners and anyone who is working around a child having a good working relationship to ensure holistic development and clear understanding of the child's needs (Antony, 2022). Additionally, City and Guilds (no date) and Salamondra (2021) argue the importance of having good communication skills due to the vast variety of individuals a practitioner is expected to have effective interactions with. However, Kambouri *et al.* (2021) argues that that open dialogue between early years practitioners and parents can sometimes cause disagreements due to sensitive subjects which may need to be discussed.

Child-led play

According to Play Scotland (no date) play is an activity which allows a child to interact with the world by trying, observing, imitating, and enjoying the environment and the individuals around them. Moreover, Article 31 highlights that it is a child's right to relax, play and participate in a range of artistic and cultural activities (UNICEF, no date). Further to this, Froebel Trust (no date) and Early Education (2021) argue that Froebel believed children develop best when they participate in self-directed play and first-hand experiences which encourage children to communicate, self-regulate and problem solve. Additionally, Learning Through Landscapes (2020) highlights that Froebel believed that play is the highest form of development in childhood as it encourages children to express their feelings, thoughts, and ideas.

Similarly, Ni Direct Government (no date) and Andrade (2019) states children is essential for children to develop and learn skills such as communication, self-regulation and self-control which are necessary for later life. This is supported by Piaget's theory that play is a necessity for a child's cognitive development (Smith, 2009).

In addition to this, Nido Early School (no date) argues that the Reggio Emilia approach highlights the importance of children having some control over their learning and engaging in meaningful learning experiences. Furthermore, Goodwin University (no date, a) states the Reggio Emilia approach emphasises the importance of a child being at the centre of their own learning and having the support from parents, practitioners, and community to further their learning. Moreover, the Reggio Emilia approach highlights that activities that include art, experimentation, language, and relationships allow children to develop communication and expression skills (Rasmussen University, 2020 and Learning and Teaching Scotland 2006). However, Goodwin University (no date, b) highlights that the Reggio Emilia approach may not be suited to every child, as some children benefit from an environment which is more structure and allows more guidance from practitioners.

Environment

PACEY (no date) states it is the role of the practitioner to create an enabling environment indoors and outdoors that encourages children to explore and learn. Similarly, Early Years Alliance (no date) suggests that the environment that a practitioner creates should be rich, varied, nurturing and protect children from harm. Further to this, Conkbayir and Pascal (2014) argue that Frobel's theory highlighted the importance of a good, stimulating environment which is filled with varied, age-appropriate resources which encourage independent and imaginative learning. Additionally, Frobel emphasised the importance of children having access to natural, realistic resources and experiences which allow first hand experiences with the outdoors and nature which would encourage children to be curious about the world around them (Frobel Trust, no date).

Oxfordshire County Council (no date) suggest that enabling environments need to be filled with resources which are age and ability appropriate and encourage children to

particulate in independent, educational, and heuristic play. Moreover, Gowrie (no date) suggests heuristic play can be supported by loose parts, materials which some individuals may mistake as 'junk'. According to Casey and Robertson (no date) loose parts are variable objects which come in a variety of shapes and sizes and encourage children to use their imagination. Similarly, PACEY (2019) claims that loose parts can refer to any material which can be moved, carried, taken apart and put back together and therefore have endless possibilities. Moreover, Daly and Beloglovsky (2015) argue that loose parts allow children to participate in active learning and develop their critical and creative skills. Furthermore, Flannigan and Dietze (2018) state children who play with loose parts in the outdoors develop holistically as they have the opportunity explore, socialise and risk take.

To conclude, based upon the strong evidence within this analysis it is evident that an early year's practitioner can play a vital role when encouraging young children to participate in mathematics and science activities in the outdoors. It is apparent that regular observations, child-led play and stimulating environments allow children to be curious and take lead in their own learning. Moreover, it is clear that Frobel's theory and Reggio Emilia approach encourage children to become independent, curious learners. Furthermore, the theorist discussed highlight how children can develop holistically when they have their basic, individual needs met.

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