

Cynllun Gweithgaredd <i>Activity Plan</i>		
Gweithgaredd: Activity: Beach Adventures.		
Nifer o blant: Number of children: 12	Oed y plant: Age of children: 5 – 6.	Nifer o oedolion: Number of adults: 3
Lleoliad: Location: Pendine Beach	Amser paratoi: Preparation time: 10 minutes	Amser gweithgaredd: Activity time: 35 minutes.
Adnoddau: Resources: Buckets, fishing nets, magnifying glasses, wellies, wetsuits.		
Amcan/ion y weithgaredd: Aim/s of activity: The Aims of this activity is for children to understand the seaside and the undersea creatures living in the rocks pools; to use natural beach materials to draw and to build a den and to use their critical thinking to stack the pebbles. It also aims to show children to protect the sea creatures from pollution by picking up litter and recycling.		
Cysylltiadau â deilliannau: Links to outcomes: The outcomes linked to this activity are the children will be using coordination and physical movements of fine and gross motors skills. They will also be expressing themselves and using their creative skills and imagination during the activity. They will also become critical thinkers by coming up with creative solutions to problems and think about new ideas. They will use numbers, shapes, and colours with natural objects. Communicating with each other and working on their team working skills and sharing. To understand how to keep the beach and the sea creatures safe from harm by recycling any litter and not to harm the sea creatures.		
Gwahaniaethu: Differentiation: The activity has been adapted to suit a few children who have learning difficulties. The activity will be explained to them at their level of understanding and to give them extra support to scaffold their learning in the		

activity. There is more than one activity to do to keep the children busy and less bored.

Iechyd a diogelwch:

Health and safety: A first aid kit will be taken to the activity in case of sickness and injury. An emergency mobile will be taken with each child's emergency contact in case we need to phone a parent or carer about the child becoming ill or injured. Sun cream will be put on each child to prevent sunburn before leaving the premises. A register will be taken to count each child to ensure all children are present and not missing. Before travel, all children must have seatbelts on and checked before travel. Each staff member has a designated group of children to safeguard during the activity. Bring coats and spare clothes in case the weather changes. Due to Covid 19, all staff must wear a mask and must get the children to wash their hands and have a bottle of hand sanitizer on them to prevent the spread of the virus.

Rôl yr oedolyn/oedolion:

Role of adult/adults: Each adult will be given a group of 4 children to observe during the activity. They will also be asked to observe each child to see if each child is reaching their milestones in development or any room for improvements. To also ask children lots of questions to sustain their thinking and to listen and support each child if they need help.

Y weithgaredd:

The activity: The activity is based on a beach adventure linked to a theme in class called ocean sea creatures. Children will be taken down to the beach and will be split into three groups, as there are three activities. These activities are sea creature hunting, pebble stacking and natural resources drawing and building. Each group will go to each activity and swap over after ten minutes, so each group has a turn at each activity.

The sea creature activity will be for the children to explore the rock pools to see if there are any sea creatures living there. Children need to be wearing wellies and wetsuits before going into the rockpools to prevent clothes getting wet. They will be using nets and a bucket of water to catch the sea creatures and the adult of the group will explain we use our kind hands with sea creatures as we do not want to harm them. They will be asked to identify the sea creatures in English and Welsh language for bilingual students and to describe them; what colour, shape, and size they are and to use a magnifying glass for the small sea creatures in order to see what they look like. The adult of the group will then explain we must put them back home so they are safe and put the sea creature back in the rock pools. This will continue until the time is up and it is swap over time.

The pebble stacking is for children to find different size and coloured pebbles and see how many they can stack up until the stack falls. The adults in the group will sustain shared thinking with each child by asking them the following questions,

‘what’s the difference between the small and big pebble?’, ‘what colours and patterns can you see in the pebbles’ ‘why have the pebbles fallen down?’ and ‘how many pebbles can you stack before the stack falls over?’. Children will work together and use their critical thinking to see if they can get the pebbles to stack high and not fall over. The adult of the group will be near if the children need support and will be observing for any development milestones.

Lastly, natural resources drawing and building can be done in two ways. The children have a free choice, they can either use the natural materials to draw pictures in the sand or build homes for sea creatures to live in. Children who choose the sand drawing, have multiply choice in natural materials such as driftwood, shells, and pebbles to draw with and can draw their favourite sea creatures. The adult will ask the children to describe the sea creatures. With the home building, children will be finding natural materials to build homes for the sea creatures to live in. Children will be using teamworking and physical movements while building and if any children pick up any recycled materials and the adult feels they are safe to use, the children can use them for their home building. Once the activity is finished for all groups, the litter found can then be recycled.

The activity will finished once each group has a turn and there will be a circle time discussing what the children have enjoyed and what they have learned from this activity.

RISK BENEFIT ASSESSMENT

Location / Activity:	Pendine Beach	Date:	26/04/2021
Assessor:	Amy Smith	Review date:	27/04/2021

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.

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
Rockpool Exploration: Slippery rocks and deep pools and cold exposure/ weather changes.	There will be many rockpools around to explore at the beach area. It also teaches children about sea life habitats. This also teaches them about the sea creatures and that we must protect and treat them with kindness. They will also be communicating with each other about them and describe what they see up close with their magnifying glass. There will also be the use of bilingual language for bilingual students for the	Slips, trips, and risk of falling in deep pool water, hazard of drowning. Cuts and scrapes on the slippery rocks and possible head or bone injury. Cold exposure to the water, if not dried properly could cause illness due to weather changing (e.g windy or raining). Children causing harm to another child using the net causing facial or bodily injury.	Children and adults	- Only explore the shallow pools for safety reasons. - Avoid the slipper rocks and try to keep on to the beach sand area. - Ensure all resources are kept clear before dipping into the rockpools (e.g tripping and falling). - To explain to the children about certain perimeters around deep rock pools to stop serious risks (e.g bodily injury and drowning). - To make sure all children are wearing the appropriate clothing such as wet suit and wellies, for rock pool exploration to prevent clothes getting wet and to prevent any children catching an illness. - Explain to the children about the resources which are to be used appropriately for the task, to prevent an	Low

	sea creatures' names.			injury or a broken resource. • Constant Observation.	
Pebble Stacking: Sharp and slippery pebbles and rocks. Possible throwing of natural resource.	The children will be working as a team and using their coordination skills with the pebbles. They will also be using their critical thinking skills to come up with a solution to their problems and will also be communicating with each other about the activity. Using their fine and gross motor skills they will move and carefully place the pebbles in a stack.	Slips, trips and falls from the slipper rocks. Cuts and scrapes from any sharp and jagged rocks the children may find. The possibility of some children throwing pebbles causing bodily and head injuries. Heavy pebbles at risk of falling on to a child's foot causing broken bone injury. Heavy pebbles may cause stress and injury to the child's muscles and they may lose balance and injury	Children and Adults.	• To avoid any of the slipper rocks in the area and to stay on the beach sand area. • Try to find and use smooth pebbles instead of sharp ones that may cause injury. • To explain the rules about how we should not throw pebbles at each other and use our kind hands to avoid injuries during the activity. • To wear appropriate footwear, such as wellies so children's feet are protected. • To avoid heavy lifting of heavy pebbles on the beach and to encourage the children to use the smaller pebbles found on the beach. • Constant observation.	Medium.

		themselves severely.			
Natural resources drawing and building: sharp and jagged driftwood, pebbles, shells and recycling. Tripping and falling over the natural resources.	The children will be working and communicating as a team in building homes for the sea creatures. They will be using their fine and gross motor skills with lifting and building with the natural resources they find. They will develop their creative and imagination development when drawing in the sand. They will also understand the importance of recycling the litter they find.	Trips and falls from driftwood and recycled materials causing bodily injury. More severe cuts from driftwood or natural materials (e.g. broken glass). Possibility of the children throwing and hitting someone with a natural resource, causing facial and bodily injury.	Children and adults.	• When out picking natural resources for drawing and building, to observe what the children pick up to use, in order to protect from harm. • To clear the area of the activity of natural resources to prevent tripping and falling injuries. • Use kind hands while using the natural resources to avoid hazards. • Constant observation. • To always recycle whatever litter found. • To avoid any broken natural resources to prevent cuts and server cut injuries.	Medium

Mater / Nodwedd amgylcheddol Issue / environmental feature	Niwed allai ddigwydd Damage that could occur	Sut i leihau y effaith negyddol How to lessen negative impact	Adnoddau sydd angen Resources needed	Pwy sy'n gyfrifol Who is responsible
Sea Creatures	They could be at risk of being harmed by the children if not handled correctly or if they are thrown around in the nets causing damage or unfortunately death. Being kept out of the water where they live causing suffocation. Also, the possibility of damage of the sea creature's habitat.	Explain to children we must use our kind hands when handling sea creatures and handle them with care while dipping in the pools with nets; they are our friends and must be protected. The sea creatures will be kept in a bucket filled with seawater for the sea creatures' safety. To tell the children to keep a safe distance of the sea creatures' home when dipping in the pools, as they do not want to step on the sea creature's home.	Bucket and Nets.	Adults and children.
Driftwood	The children may snap or break the natural driftwood causing damage and less natural resources, as it is very rare for driftwood	To explain to the children not to break or snap the driftwood, as they are rare natural materials. Once the children have finished using the driftwood,	N/A	Adults and Children.

	to wash up on to the beach.	it must be handled with care so others can use it.		
Shells	The children may crush the seashells as they are very fragile and will break very easily.	To explain to the children, we must use our kind hands when handling seashells as they are very fragile and can break easily. To keep and shells for the other groups of children in good condition so they can use them for their activity.	N/A	Children and Adults.
Beach	Litter may be found at the beach.	Encourage the children to pick up the litter and put it in the recycling bin to protect the beach.	Recycling bag.	Adults and Children.

In this academic paper, there will be a critical analysis on the outdoor activity plan, risk assessment and audit, in order to see what went right and what can be changed for the next planned activity.

From this experience, the outdoor environment is important for children's learning, as Jose, Patrick, and Moseley (2017) state outdoor learning can improve children's learning development and health, behaviour and wellbeing by immersing the child in the natural environment. Children learn from experiences as Van Dijk-Wesselius et al. (2020) state, children would be learning from outdoor hands-on experiences and risk and challenges such as, climbing up a tree develops gross motors physical skills, critical thinking skills to solve problems and coordination and to prevent themselves from falling and injuring themselves. Supporting Montessori outdoor play theory, Mallett and Schroeder (2015) explain in the theory that children develop better learning when they are immersed in the outdoor environment and natural resources, as children will be gaining skills and knowledge from hands-on learning and play. Mallett and Schroeder (2015) state these experiences help to improve children's health and wellbeing as they would support their resilience's to ready them for any future stresses.

The outdoor environments also provide children with risks and challenge play as Cevher-Kalburan and Ivrendi (2016) states, risky play environments support children's self-confidence, resilience's and explore boundaries such as climbing a high tree or rough and tumble play. Children will understand their own limits to risk and danger.

The Outdoor policy recognised the importance of outdoor learning and play as Perlman, Howe and Bergeron (2020) state, allowing children to fresh air and physical exercise boosts their health and wellbeing as it encourages a healthy lifestyle. Appropriate weather clothing that are suitable for outdoor play would be, wetsuits and wellies for any sort of messy or water play activity and rainy weather for puddle play (Brussoni et al., 2015). Resources would also be important for children's play encouraging the use of natural resources around them (Brussoni et al., 2015).

The outdoor environment provides children with natural resources and these natural resources in activities, support children's learning development, such as a branch can be a sword, wand, or staff, thus developing their creative and imaginative skills as they can be used in which way they want to be used (Schild, 2019). Thus supporting article 31 in the United Nation Convention of the Right of the Child, as every child has the

right to rest, engage in cultural activities and to have their own free choice in whatever they want to play (Unceif, 2021). Beside using the natural resources around them in the activity, the children also used recycled items found on the beach. This encourages children to pick up litter from the beach and recycle it as Ecogreen (2020) explains following the ECO-friendly code, litter damages the homes and environmental areas of all animals therefore, we must recycle all litter to prevent pollution in all environmental areas.

The chosen environment for the activity was the beach area with rock pools. The beach is beneficial for a child's learning as Estyn (2019) states, children would be able to learn about the habitats of sea life, using their fine and gross motor skills to build and draw with natural resources and to keep them safe by recycling any litter. Being at the beach also teaches the child about health and safety, such as boundaries of any deep pools and ocean that may cause a risk, or any slippery rocks and sharp objects (Estyn, 2017). However, What could be done differently next time would be to choose a different environment for the activity, such as a field or forest as there may be different outcomes of learning and developments in another environment.

The chosen activity was a Beach Adventure including three mini activities which were sea creature hunting, pebble stacking and natural resources drawing and building. Outdoor educational activities support the child's development as Korpela et al. (2017) state, the activities would be planned around the child's developmental learning needs for them to become independent thinkers, for example den building would develop their gross motor physical skills in moving branches and develop team working skills by communicating with each on the activity.

In this activity there were links to the curriculum in the Foundation phase and followed the outcomes of physical, communication and creative development. In the physical aspects, the children were lifting, stacking and using their coordination and balance skills as Gov (2015) states, children will develop a sense of confidence in the movement in their bodies and objects by using their fine and gross motor skills; to coordinate and balance in a safe manner and how the different elements can affect and change their physical movements.

Gov (2015) continues, in the creative outcomes children will have developed exploring and understanding the outdoors learning environment , using a wide a range of natural

resources of tone, shapes and colours to express themselves in their art and experiment on their own creativity and imagination. Thus supporting Piaget,-Erneling (2014) states Piaget's theory explores how children develop their learning by interacting with the world around them by learning from natural resources and people. This would then help children to become independent thinkers.

Children can develop communication skills through working as a team or small groups during outdoor activities or would have support from a more experienced peer to scaffold their learning (Gov, 2015). Supporting Vygotsky, Nordlof (2014) explains in Vygotsky's theory children developed better by the support from an experienced peer after the child understands they are able to do it independently. This then develops children to expressing themselves on how they feel about the world around them and with others, to being able to speak in English and Welsh of what they see at the beach and to understand the basic sentences, phrases, words to describe a place or object, (Gov, 2015).

There are also links to the new curriculum, successful futures as the children were also using their critical thinking skills to problem solve during the activity. Donaldson (2015) explains using critical thinking can help children to come up with creative solutions to problems, to understand the use of mathematical concepts of numbers, shapes and colours in learning and play and to identify new ideas and opportunities. Donaldson (2015) explains children can work together as a team to problem solve and to listen to each other's ideas and solutions and to build on their confidence and self-esteem while working together. Teamworking would also develop children's sustained shared thinking as Donaldson (2015) explains, educators can expand a child's ideas and problem solving by asking questions, for example 'Why did those pebbles fall over?' This would lead to a string of thoughts and ideas for a solution, which also develops children's critical thinking and problem-solving skills.

Outdoor natural spaces are beneficial to children's learning as the outdoor environment gives children many options of learning, such as play and sensory, as children can adapt and change their environment to suit their learning needs (ISBN, 2005). The outdoors environment also has an influence on a child's holistic development. ISBN (2005) states the natural outdoor spaces provides children with sensory experiences, such as feeling the dirt, smelling the flowers or hearing the birds

and expressing to each other how they feel about the natural spaces and sharing natural resources with each other to bond on their team working skills.

The education for sustainable development and global citizenship is important to children's learning of the world around them. Welsh Assembly Government (2008) states, the curriculum and integrated learning and play is used to teach a variety of life skills to children, which they will then be able to take forward and utilize as they continue to grow and develop during childhood.

In the activity, the children learnt about the impact of their choices and decisions, as arguing in a team has the consequences of causing conflicts and distress, so by working together on an activity and listening to each other's ideas they can solve problems within the team (Welsh Assembly Government, 2008). The children also understood the importance of keeping themselves healthy by understanding their own and others safety from potential harm, physical fitness and healthy food keeps their bodies healthy (Welsh Assembly Government, 2008). The natural environment teaches children important life lessons, such as littering will pollute the oceans and beach, and this will impact the sea creatures' habitats. Children will know how to recycle waste to protect the sea creatures' habitats and animals (Welsh Assembly Government, 2008).

In the activity, the role of the adult was to observe the children to see if they were reaching their milestones, or if there was room for improvement on their developments. Another role was to ask the children questions to sustain their thinking during the activity, allowing the child to lead the activity and only intervene if needed. This plays an important part for children's learning as King and Newstead (2019) state, the adult is there to guide and support the child through learning and play, and to observe the child to see if they have reached their milestones. The adult must also respect and listen to the child's wishes and decisions in outdoor play. Adults also provide children with environmental learning as Mahmood et al. (2012) explain, allowing children to learn in different environments will support their independent thinking, as they will be learning more about the world around them and developing their learning outcomes.

However, what could be done differently if this activity was to be repeated, is to only work on one whole activity instead of three, as planning for three was more time consuming than working on one whole activity which would have saved time. Also,

with the role of the adult, they could have been more involved with the children during the activity by joining in to show respect to the children during play, for them to feel less nervous of being observed.

Moving on to the risk assessment, there were many risks that are linked to health and safety policies. It is important to have these policies in place as Welsh Government (2017) state, they are there for staff to understand and learn about how to keep themselves, children and the environments protected and safe, and to rule out potential risk and resolve the risk. The policy displays all staff are required to be first aid trained to attend to a child if sick or injured and it is important for them to know each child's needs such as, allergies, dietary requirements, or impairments, so they can risk assess any potential harm in the area (Welsh Government, 2017).

Due to the pandemic, all staff were told to wear masks during the activity to prevent the spread of the virus and to keep washing their hands to stop the spread of germs (Gov, 2021). All resources used in the activity were assessed in the activity because lung et al. (2014) state, some resources may be unusable or cause harm to a child and will be disposed of if the resource is deemed to be a risk to the child such as, sharp edges that may cause cuts. However, not all risk can be resolved as children need to learn from taking risks as Tinanoff et al. (2019) explains, children should be able to experience appropriate risks in their risk and challenge play, as it will help the children to develop and grow from these risks and teach them their limits and how to keep themselves safe.

The environmental audit was about the protection of the sea creatures and the natural resources found at the beach. The children understand about beaches being protected by a charity as The National Trust (no date) explains, The National Trust is a charitable organisation that protects all beaches around Wales by encouraging children and young people to pick up litter and recycle it and to protect the wildlife and pollution in the ocean. Children also learn about the sea creature habitats and how to protect them as York (2018) explains, sea creatures rely on their habitats for their own protection from predators and it is important to keep them clean by picking up litter and leaving them peacefully in their homes. Natural resources were the main point of use in the activity, and it was important to make sure none of them were damaged as Anna (2019) explains, natural resources would be used for a variety of activities of the

outdoors and must be handled with care to prevent breaks, and to only use natural resources found on the ground, as it would damage the natural environment if they were snapped off or broken harming the health of growing plants and habitats. Supporting Frobel's theory, Tovey (no date) explains, Frobel believed gardening in the outdoor environment is beneficial for the child's emotional and cognitive development as they will learn about the natural world, understand the life cycle of plants and how to take care of plants in nature.

Throughout this learning experience on the importance of outdoor environments, it showed the significance on how beneficial it is to a child's health, wellbeing and learning, showing how children can learn more from the outdoors from hands-on experiences, risks and challenged play. It is important to think outside the box when planning for an activity, as outdoor activities cover a lot of the developmental outcomes. The risk assessment displays a level of care of handling risk during outdoor play however, not all risks should be resolved as children can learn a lot from taking a risk and limits to their safety; this is what should have been different in the risk assessment. The Environmental audit explained in detail the protection of the natural resources that may be found in the outdoor environment and the protection of all the environmental areas. A target for this is to include more points in the audit, as there may be more natural resources which needed to be protected from damage.

Reference List.

Anna. (2019) *Getting to grips with loose parts play*. Available at:

<https://www.pacey.org.uk/news-and-views/pacey-blog/march-2019/getting-to-grips-with-loose-parts-play/> (Accessed: 11th May 2021).

Brussoni, M., Gibbons, R., Gray, C., Ishikawa, T., Sandseter, E.B.H., Bienenstock, A., Chabot, G., Fuselli, P., Herrington, S., Janssen, I. and Pickett, W. (2015) 'What is the relationship between risky outdoor play and health in children? A systematic review', *International journal of environmental research and public health*, 12(6), pp. 6423-6454.

Donaldson, G. (2015) *Successful Future*. Available at:

<https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf>

(Accessed: 7th May 2021).

Ecogreen. (2020) *Eco-Friendly Recycling: The Best Solution To Save Environment*.

Available at: <https://ecogreenitrecycling.co.uk/eco-friendly-recycling-the-best-solution/> (Accessed: 9th May 2021).

Erneling, C.E. (2014) 'The importance of Jean Piaget', *Philosophy of the Social Sciences*, 44(4), pp. 522-535.

Estyn. (2017) *Active and experiential learning Effective foundation phase practice in delivering literacy and numeracy in Year 1 and Year 2*. Available at:

https://www.estyn.gov.wales/system/files/2020-07/Estyn%2520Active%2520and%2520experiential%2520learning_E_Accessible_1.pdf (Accessed: 1st May 2021).

Estyn. (2019) *Learning through play to support independent learning*. Available at:

<https://www.estyn.gov.wales/effective-practice/learning-through-play-support-independent-learning> (Accessed: 1st May 2021).

Gov. (2015) *Foundation Phase Framework*. Available at:

<https://hwb.gov.wales/storage/d5d8e39c-b534-40cb-a3f5-7e2e126d8077/foundation-phase-framework.pdf> (Accessed: 6th May 2021).

Gov. (2021) *Alert Level 3: Summary*. Available at: <https://gov.wales/alert-level-3-summary>

(Accessed: 9th May 2021).

ISBN. (2005) *Learning Outdoors in the early years*. Available at: http://www.nicurriculum.org.uk/docs/foundation_stage/learning_outdoors.pdf.

(Accessed: 13th May 2021).

Iung, B., Laouénan, C., Himbert, D., Eltchaninoff, H., Chevreul, K., Donzeau-Gouge, P., Fajadet, J., Leprince, P., Leguerrier, A., Lièvre, M. and Prat, A. (2014) 'Predictive factors of early mortality after transcatheter aortic valve implantation: individual risk assessment using a simple score', *Heart*, 100(13), pp.1016-1023.

Jose, S., Patrick, P.G. and Moseley, C. (2017) 'Experiential learning theory: the importance of outdoor classrooms in environmental education', *International Journal of Science Education, Part B*, 7(3), pp. 269-284.

King, P. and Newstead, S. (2019) 'Childcare Worker's Understanding of the Play Cycle Theory: Can a Focus on "Process not Product" Contribute to Quality Childcare Experiences?', *Child Care in Practice*, pp.1-14.

Korpela, K., De Bloom, J., Sianoja, M., Pasanen, T. and Kinnunen, U. (2017) 'Nature at home and at work: Naturally good? Links between window views, indoor plants, outdoor activities and employee well-being over one year', *Landscape and Urban planning*, 160, pp.38-47.

Mallett, J.D. and Schroeder, J.L. (2015) 'Academic achievement outcomes: A comparison of Montessori and non-Montessori public elementary school students', *Journal of Elementary Education*, 25(1), pp. 39-53.

Nordlof, J. (2014) 'Vygotsky, scaffolding, and the role of theory in writing center work', *The Writing Center Journal*, pp.45-64.

Perlman, M., Howe, N. and Bergeron, C. (2020) 'How and Why Did Outdoor Play Become a Central Focus of Scottish Early Learning and Care Policy?', *Canadian Journal of Environmental Education (CJEE)*, 23(2), pp.46-66.

Schild, R. (2019) 'Civic recreation: Outdoor recreationists as advocates, stewards, and managers of natural resources', *Environmental management*, 63(5), pp. 629-646.

The National Trust. (no date) *Beach cleans in Pembrokeshire*. Available at: <https://www.nationaltrust.org.uk/features/beach-cleans-in-pembrokeshire> (Accessed: 9th May 2021).

Tinanoff, N., Baez, R.J., Diaz Guillory, C., Donly, K.J., Feldens, C.A., McGrath, C., Phantumvanit, P., Pitts, N.B., Seow, W.K., Sharkov, N. and Songpaisan, Y. (2019) 'Early childhood caries epidemiology, aetiology, risk assessment, societal burden, management, education, and policy: Global perspective', *International journal of paediatric dentistry*, 29(3), pp. 238-248.

Tovey, H. (no date) *A Froebelian Approach*. Outdoor play and exploration. Available at: <https://www.froebel.org.uk/uploads/documents/FT-Outdoor-Play-Pamphlet.pdf>. (Accessed: 13th May 2021).

Unicef. (2021) *The United Nation Convention On The Rights Of The Child*. Available at: <https://downloads.unicef.org.uk/wp-content/uploads/2016/08/unicef-convention-rights-child-uncrc.pdf> (Accessed: 2nd May 2021).

Van Dijk-Wesselius, J.E., Van Den Berg, A.E., Maas, J. and Hovinga, D. (2020) 'Green schoolyards as outdoor learning environments: Barriers and solutions as experienced by primary school teachers', *Frontiers in psychology*, 10, p. 2919.

Welsh Assembly Government. (2008) *Education for Sustainable Development and Global Citizenship A Common Understanding for Schools*. Available at: <https://hwb.gov.wales/api/storage/eaf467e6-30fe-45c9-93ef-cb30f31f1c90/common-understanding-for-school.pdf> (Accessed: 8th May 2021).

Welsh Government. (2017) *Health and Safety Code of Practice*. Available at: <https://gov.wales/sites/default/files/publications/2018-02/health-and-safety-code-of-practice.pdf> (Accessed: 9th May 2021).

York, B.E. (2018) *Connecting Children to Nature: Incorporating Environmental Education into Childcare Network's Curriculum*. Doctoral dissertation. Montreat College. Available at: <https://www.proquest.com/openview/20945c6a41a739d7a0e17d32144723e7/1?pq-origsite=gscholar&cbl=18750&diss=y> (Accessed: 8th May 2021).