



Outdoor learning for EYFS and KS1 at Leaffield, embraces **all** areas of the curriculum, particularly focusing on:

**EYFS:** Understanding of the World, Physical Development and Personal, social, emotional development.

**KS1:** Science, DT, Geography and PSHE.

It can take place in any outdoor area where there is access to nature -no matter how big or small- or a place offering the opportunity to develop physical development skills. Even the smallest outside space can seem vast and intriguing through a child's eyes and can provide space for children to explore and connect with the great outdoors. We are lucky to be very close to two ideal locations - Millennium woods and Leaffield recreation ground/play park. Both provide the children with different and equally valuable skills and opportunities.

The sessions will be run by individual class teachers.

We promote the fundamental Foundation Stage principles in our outdoor learning (for both EYFS and KS1). We encourage outdoor, active investigation, which recognises **the importance of child Initiated/child led learning, exploration, and development**. Each session will have a focus which compliments each key stages' current topic; however, the **main focus** will always be the children's own exploration, self-led discovery and developing their use of initiative. Adults will often 'stand-back' to allow space and time for discovery and exploration. However, they will always support with key-questioning as required; assisting and challenging children to begin making independent choices on how to move their **own** learning to the next level.

Outdoor Learning supports all areas of the EYFS and the NC in a fun, environmentally friendly way. Below details the coverage of the EYFS and National Curriculum (this is in no way exhaustive, there are so many ways outdoor learning supports our children's learning):

## EYFS

- **Personal, Social, Emotional Development** – sharing resources, helping each other, problem solving, increasing independence, self-esteem, self-confidence and promoting positive behaviours.
- **Physical Development** – moving in variety of ways, using space, un-even terrain, tree climbing, balancing, fine/gross motor control (drilling, sawing, threading, weaving, hammering, writing), den-building, self-care
- **Communication and Language** – developing social skills by speaking, listening and understanding in meaningful situations and activities, role play
- **Literacy** – retelling stories, using sticks to write in the mud, labelling trees, making signs, directions for scavenger hunts etc
- **Mathematics** – counting, measuring sticks (stick rules), spatial vocabulary and awareness, shapes, sorting, ordering...
- **Understanding the world** – environmental awareness beyond EYFS expectations
- **Expressive Arts and Design** – role play, sculpture, weaving, malleable materials, collage, drilling, sawing, music and performance



## National Curriculum

- **Geography** – exploring human and physical features in our local area and contrasting them with similar/ different environments, identifying seasonal and daily weather patterns, learning and using geographical vocabulary in correct contexts, carrying out simple fieldwork skills to explore the local vicinity, developing map making and reading skills, using directional language and compass directions to plot a route
- **PSHE** - team building, listening, sharing, mental health and wellbeing in nature, positive risk taking (self-esteem and belief), road safety, health & safety in other environments (i.e., poisonous plants, berries, and awareness of bites/stings)
- **Science** –identification of plants and animals –labelling, sorting, classifying, and comparing them, utilising the local environment for exploration of habitats, observing living things closely and monitoring changes over time, identification and use of everyday materials including water, rock, wood etc (crafts, den building, woodwork), observation and comparison of seasonal and weather changes over time – effects on the local environment and living things,
- **Physical Education** - developing fundamental movement skills such as climbing, jumping, hopping, running, throwing, and catching, become increasingly competent and confident with agility, balance, and coordination -individually and with others (tree climbing, running, jumping, building, crafting etc)
- **Maths**- comparing, describing, and calculating measurements (den building, crafts, woodwork etc), sequencing events/steps (making, creating, crafting), Naming and utilising 2D and 3D shapes in everyday environments, developing geometry skills - describing position, direction, and movement,
- **English** – developing speaking and listening skills, developing questioning, and debating skills (across all activities)
- **Art/Design/DT** - using a range of materials creatively to design and make items, using drawing, painting, and sculpture to develop and share ideas, experiences and imagination, developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Building and applying a repertoire of knowledge, understanding and skills in order to design and make ideas, learning to critique, evaluate and test ideas and products and the work of others (crating, natural artwork, den building, etc)
- **History** – building an awareness of significant historical events, people and places in their own locality

## Outdoor learning specific AL and CL activities we carry out at Leaffield:

Den building -nets, string, pegs, camo nets, tarpaulins

Hammers

Wind-up Drills



Bug hunting/ magnifiers, books, and ident sheets

Binoculars

Magnifying glasses

Brushes/ water/ paints/ paper

Wooden tea set

Growing/seeds/watering cans, trowels, and spades

Buckets/ pulley systems

Park equipment – slide, climbing frame, ladders, bridges, balance posts

And many more...