

## EYFS OUTSIDE LEARNING PROJECT FACT SHEET

### WORKING WITH BIRTH TO THREE – BABIES, TODDLERS AND YOUNG CHILDREN



Photograph courtesy of Bayonne Nursery, part of the Thames Federation

**Key comment from the Statutory framework for the early years foundation stage, Effective from 1<sup>st</sup> September, 2021:**

#### **The outdoor learning offer for daily play outside:**

“Providers must provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions).: (Page 36)

#### **The emphasis on the prime areas of learning:**

“Practitioners working with the youngest children are expected to ensure a strong foundation for children’s development in the three prime areas. (Page 15)

#### **The pedagogical approach**

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.” (Page 16)

## **Pedagogy – helping children to learn:**

### **Four key points:**

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy. (Page 6)

(Taken from the new Development Matters (Non-statutory curriculum guidance for the EYFS 2020))

## **Suggestions from settings that have already contributed to the outdoor learning project:**

### **Bayonne Pre-school:**

- 'In the moment' planning is highly effective.  
<https://czone.eastsussex.gov.uk/media/3667/in-the-moment-planning-guidance-new.pdf>
- Resources for outside learning should be readily available and accessible.
- Children (and adults) need to know where to find the resources they need.
- A large tube can be used outside in so many ways!

### **Charing Cross Nursery:**

- When our children jump on a regular basis, it boosts the g-force and improves their balance abilities.
- Drawing with chalk and painting outside develops fine motor skills.
- The joy of creating music is so strong. Outdoor music can add vibrancy to communities, engage the brain, strengthen the sense of belonging and help children have a connection with others.

### **Harmony Neighbourhood Nursery:**

- Makaton is an effective strategy to develop speaking and listening skills for all children, including those who have experienced difficulties with communication and language.  
<https://www.bbc.co.uk/cbeebies/grownups/makaton>
- We regularly take our children to the local park.

### **Masbro Brook Green Nursery and Children's Centre:**

- Family involvement is crucial. We provide weekly 'stay and play' gardening sessions for parents and children in our shared woodland garden.

### **Books:**

MAIphonse there's mud on the Ceiling by D Hirst

Book collections for 0 – 3 (and 3 – 4 year-olds) outside:

[https://cdn.literacytrust.org.uk/media/documents/06112020\\_Explore\\_the\\_outdoors\\_book\\_list.pdf](https://cdn.literacytrust.org.uk/media/documents/06112020_Explore_the_outdoors_book_list.pdf)

**Useful websites:**

Mud Masters:

<https://www.communityplaythings.co.uk/learning-library/articles/mud-masters>

Sensory play activities and ideas:

<https://www.earlyyearsresources.co.uk/blog/2018/02/sensory-play-activities-and-ideas/>

Toddlers and very young children – includes being outside – J Lindon:

<https://www.early-education.org.uk/toddlers-and-very-early-learning>

Forest school for babies: <https://www.teachearlyyears.com/enabling-environments/view/forest-school-for-babies>

**Videos:**

Outdoor activities Toddlers – Forest school:

<https://www.youtube.com/watch?v=i6phVXCajZo>

Recorded LBHF training on outdoor learning. This includes a video presentation showing the work of the Masbro Brook Green Centre for families and disadvantaged two-year-olds: [www.youtube.com/watch?v=22eo9wnliC0](http://www.youtube.com/watch?v=22eo9wnliC0)

Twelve sensory play activities for early years:

<https://www.firstdiscoverers.co.uk/sensory-play-activities-early-years/>

**Local community provision:**

The local park closest to your school / setting

Bishop's Park or Wormwood Scrubs open space

**Enjoying a walk in the local park**



Photograph courtesy of Harmony Neighbourhood Nursery

**Sand Play – siblings and friends!**



Photograph courtesy of Charing Cross Day Nursery

**Cooking using natural objects in the woodland garden**



Photograph courtesy of Masbro Brook Green Nursery