# SETTING UP FOR



# OUTDOOR LEARNING

### Make A Plan

Talk about and decide as a school which lessons or areas of learning you would like to support with some new outdoor learning opportunities. Think about and research the different resources you might need and create your wish list.

### Choose a location

Decide where you think would be a good location for your outdoor learning and resources. This might be choosing a place for activities and for storage. Where would be most suitable for everyone to be able to access?

#### . Storage

Choose how you want to store and keep your resources safe. Will you need a cupboard, a shed or boxes for storage? Also consider which resources can be kept outside and those that will need keeping inside.

## . Photography

When you have stored all of your resources neatly, take photographs to help everyone know where things belong. You could attach these photos to shelves in a shed or put pictures on boxes so children can take responsibility for keeping the space tidy. You could even task children with the challenge to create a map for your outdoor resources.

### 5. Time to Talk...

- How do we want to take our learning outdoors?
- What resources do we need and would help us with our outdoor learning?
- Will everyone be able to find the resources they need?



# BUILDING INDEPENDENCE AND

# TAKING RESPONSIBILITY

#### Access

Think about how you will store and organise your resources so that everyone can access them as and when they need them. Consider the height of storage so that children can safely reach for and store equipment. This will provide opportunities for physical development also as children bend, and stretch to move the resources.

### 2. Health and Safety

Take the opportunity to talk to children about being safe when accessing, using and storing the resources. Come up with your own health and safety guidance together, for example a safety poster with rules around not pulling on the doors, how to bend safely, or carry boxes carefully, etc.

#### Who will take responsibility?

Decide who will be responsible for checking the resources on a regular basis to make sure they are replenished and replaced as and when needed. This may involve an audit, a rota or classes taking responsibility at different times. Why not set up a learning outdoors committee to help with the job?

#### . Make sure everyone is involved

Get your whole setting on board with your new learning outdoors project by creating an introductory video about the new resources and ways in which they could be used. Children could think about creative ideas which could be shared with other classes and staff.

#### . Time to Talk...

- How can we rotate the resources to support lots of different learning areas?
- What resources do we need all the time and what will change?
- How well are we looking after our resources? Is there anything we need to put in place to help?



# LEARNING OUTDOORS



#### Maths Outdoors

Create matching pairs of number representations using resources or natural objects. For example, can you make the same number using place value counters and sticks and leaves?

**Reading Outdoors** Choose a book and find your favourite outdoor reading space to enjoy reading it. You might want to sit under a tree, in the sunshine, or create a new reading den!

## 8. Writing Outdoors

Inspire writing by offering lots of different, exciting ways to write outdoors. Children could be writing on a clipboard as they investigate an event, chalk their story on the playground or use whiteboards to play a game, create signs or write secret messages.

#### Outdoor Exploring

Explore the different minibeasts you have in your outdoor space. Where do they live (habitat)? You could use a microscope or magnifier to take a closer look or draw pictures of the minibeasts that you find.

5.

Time to Talk...

- Use the outdoor space to inspire and develop children's speaking, listening and performance skills.
- Explore and extend vocabulary within the outdoor environment as children learn.



# LEARNING OUTDOORS



# CONTINUED



### Gardening

Research the different plants that children would like to grow in their outdoor space and put together a planting schedule. Find out the different conditions your plants will need for example the type of soil, sun or shade.

#### . Weather

Children could create a weather diary recording what they notice each day. As part of this, why not explore how rainfall is measured and within D&T try to make your own rainfall gauge.

#### B. Art

Take children on a nature trail to collect a range of different natural resources, such as petals, leaves, twigs, moss, etc. Using what they find, children can create their own natural collage.

#### A. Music

Your outdoor environment can provide the perfect inspiration and space for a creative musical lesson without the fear of disturbing the class next door. Using outdoor natural resources, children can explore the different sounds they could make with them, such as rustling leaves or tapping sticks.

. Wellbeing

There are lots of calming and wellbeing opportunities outdoors. Learn about how our mood or feelings can change when we move in different ways? Ask children to explore how they feel when jumping, running, hopping, throwing, catching and balancing.



## BREAKTIMES AND



## LUNCHTIMES

#### Activity Stations

Consider setting up different activity stations at breaktimes and lunchtimes to offer a wider range of play and learning opportunities. With more options and variety, there can be something to appeal to all interests and help to support all children, such as gardening, physical activities, art, drama, reading, etc.

#### . Calming and Wellbeing

Just as we offer calming and wellbeing resources within the classroom, try also setting up a relaxing space outdoors. For those children that at times find the playground a challenging place or become overwhelmed or anxious, this can prove really helpful.

### . Outdoor Leaders

Appoint a group of outdoor leaders to help organise and manage activities and resources at breaktimes and lunchtimes. They could be in charge of planning and setting up the space and making sure that everyone has a chance to take part.

#### Create your own activities

Using the blank card template, encourage children to plan their own outdoor learning activities. These could be illustrated, saved and shared so that everyone can enjoy the new activity or game.

### . Time to Talk...

- What resources would children like to see on the playground?
- What activities would children like to explore or try?
- Talk about the different experiences outside and what children feel would help them.





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