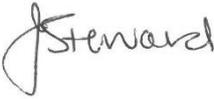




## EARLY YEARS FOUNDATION STAGE OUTDOOR LEARNING POLICY

Formally adopted by the  
Governing Body of Sheringham Community Primary & Nursery School

On	1 <sup>st</sup> September 2019
Chair of Governors	
Head Teacher	
Last updated	22 <sup>nd</sup> July 2019
Review	22 <sup>nd</sup> July 2021

*Be all that you can be...*



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## 1. Aim

We aim to provide a stimulating environment which develops the interests of all children, including those of different cultures, abilities and gender through diverse and rich experiences in all seven areas of learning. At Sheringham Primary School and Nursery, we believe that outdoor play is crucial to children's development for the following reasons:

- Outside is where children want to be.
- Movement is a vital component of play and other ways of learning and requires space.
- Growth and development of body and brain are inseparable.
- Boys and girls (for the same and different reasons) need freedom to be safely adventurous.
- Busy home lives of many young, active children can restrict opportunities for movement and children are losing the time and place in society where they can play freely and safely.
- The physical right of children to be active must be safeguarded throughout the day and in all weathers
- The potential for heart and other diseases associated with obesity begin in early childhood.
- Some learning can only happen outside.
- The whole curriculum can be discovered in a well planned outdoor area.

## 2. Key Skills that children develop outside

- **Gross Motor skills** -through digging, climbing, cycling, running, jumping, skipping, throwing and catching.
- **Fine motor skills**- through weaving, writing, messy play, pegging, catching and throwing.
- **Social skills**- role play, sharing, turn taking, team building, imaginative play
- **Problem solving** - through construction, water play, playing mathematical games.
- **Language skills** -through role play, puppet shows, sharing books negotiation, predicting, estimating
- **Knowledge and understanding** - through digging, awareness of their environment, changes around them, making links to real life, using equipment safely.

## 3. The Outdoor area will provide:

- Mark making area
- A growing area
- A challenging balancing area
- Grassed area
- Astro turf area

- Shady areas
- A sand pit/sand kitchen
- Quiet areas
- Imaginative play.
- Construction area for large and small scale construction
- Mud kitchen and digging area
- Role play
- Gravel pit
- Suitable outdoor clothing – all in one suits, some wellies, sunhats, hats, scarves and gloves are provided in Nursery and Reception.  
Parents are encouraged to provide wellies, hats for all weathers, scarves and gloves for their children.

#### **4. The Role of the Adult**

Each member of staff needs to be active and involved in the interests of the children outdoors. Their role is as a facilitator and an educator not merely supervisory.

Staff roles outside each day should include:

- Planning specific outdoor activities as well as encouraging child initiated play
- Ensuring appropriate use of resources.
- Interacting with children offering guidance and support and scaffolding children's learning.
- Altering the environment by adding and removing resources to keep stimulation high.
- Observing and assessing the use of resources and children's learning and development.
- Extending children's learning through talk, extension of activities and helping children to find own solutions to problems.
- Awareness of health and safety issues.
- Re-enforcing the rules.
- Risk assessing the area to enable rather than restrict children's experiences.

#### **5. Safety**

Safety will always be of prime consideration outside. Access gates are kept locked unless appropriate levels of supervision allow safe movement from one area to the next.