

Outdoor Learning Statements and Coverage

| Objective | Autumn | Spring | Summer | Activity Suggestions | Vocabulary | Comments/ Notes |
|---|--------|--------|--------|--|------------|-----------------|
| Understanding of the World - 3 – 4 Year Olds | | | | | | |
| Use all their senses in hands-on exploration of natural materials. | | | | <ul style="list-style-type: none"> • Provide interesting natural environments for children to explore freely outdoors. • Make collections of natural materials to investigate and talk about. Suggestions: - contrasting pieces of bark - different types of leaves and seeds - different types of rocks - different shells and pebbles from the beach • Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app. Encourage children to talk about what they see. • Model observational and investigational skills. Ask out loud: "I wonder if...?" • Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas. | | |
| Explore collections of materials with similar and/or different properties. | | | | | | |
| Talk about what they see, using a wide vocabulary. | | | | | | |
| Plant seeds and care for growing plants. | | | | <ul style="list-style-type: none"> • Show and explain the concepts of growth, change and decay with natural materials. Suggestions: - plant seeds and bulbs so children observe growth and decay over time - observe an apple core going brown and mouldy over time - help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs • Plan and introduce new vocabulary related to the exploration. • Encourage children to use it in their discussions, as they care for living things. • Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking. | | |
| Understand the key features of the life cycle of a plant and an animal. | | | | | | |
| Begin to understand the need to respect and care for the natural environment and all living things. | | | | | | |

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| Understanding of the World - Children in Reception | | | | | | |
| Explore the natural world around them. | | | | <ul style="list-style-type: none"> • Provide children with have frequent opportunities for outdoor play and exploration. • Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. • Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. • After close observation, draw pictures of the natural world, including animals and plants. • Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. | | |
| Describe what they see, hear and feel whilst outside. | | | | <ul style="list-style-type: none"> • Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. • Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside. | | |
| Understand the effect of changing seasons on the natural world around them | | | | <ul style="list-style-type: none"> • Guide children’s understanding by drawing children’s attention to the weather and seasonal features. • Provide opportunities for children to note and record the weather. • Select texts to share with the children about the changing seasons. • Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. • Look for children incorporating their understanding of the seasons and weather in their play | | |

