

Early Years Foundation Stage (EYFS)

Early Years Curriculum

The importance of outdoor learning



Advocates of outdoor play

The Slough Early Years Service has produced this guide with contributions from Children's Centres and other early years experts to support you and your child during the Covid-19 lockdown period and as we move out of lock down into recovery and beyond.

Outdoor learning

The Slough Early Years sector are passionate advocates of outdoor play and recognise there is a no more important time to facilitate learning outside than today.

Outdoor learning is a wonderful opportunity for all children to experience something outside their normal routine. 'Outdoor environments fulfil children's basic needs for freedom, adventure, experimentation, risk-taking, and just being children.' (Greenman, 1993).

Children have spent less time outside in recent months. During the pandemic, some children have had very little time playing and learning outside. Parents may have been worried or not willing to take their children out; concerned they may become infected by the Corona virus. In a recent article by a renowned psychologist, boys have been particularly affected by the lockdown, more so than girls. (Stephen Biddulph - *The Times* Friday 17 April 2020)



Considering why we had a lockdown, being healthy is even more important. Settings and schools who work with young children in early years know how quickly bacteria and viruses can spread in these close indoor environments. We can reduce the spread of infection through lots of fresh air. 'Outdoor play enables the infectious agents to spread out and be dissipated; it also enables children to get fresh air and exercise and be less constrained than they are in the classroom. (Aronson, 2002)

Other positive reasons include:

- Natural daylight improves vitamin D production
- Daily sunlight can reduce short sightedness
- Releasing the serotonin in the brain that makes you feel good and helps with positive moods.
- Strengthening the body's immune system.
- Helping children get a good nights sleep.
- Having a good impact on strengthening young muscle and bone.
- Improved emotional wellbeing, allowing children to socialise and communicate well.

The government is very clear about children being outdoors to learn and be healthy, which supports children's emotional and physical well-being.

It's important to keep active at home

Young children should be active for at least three hours a day. <https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years>

It's really important for children to have space to move, be very active and to get some fresh air every day. If you do not have a garden, take children outside to a local park to exercise remaining a safe distance from other users. <https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19>

When children return to their early years setting I practitioners should:

'Plan how outdoor space, where available, can be used as much as possible. Consider how all groups of children can be given equal opportunities for outdoor learning'
<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings>

For practitioners and parents

The characteristics of effective learning are an integral part of the early years play based curriculum

Playing and exploring - be willing to have a go, playing with what they know, initiating activities and finding out about how things work.

Active learning - shows concentration, enjoys achieving in what they set out to do and being resilient as they keep trying to complete what they set out to do.

Creating and thinking critically - having their own ideas, choosing ways to do things for themselves, testing their ideas and making links with other things they have learned.

They underpin learning and development across all areas and support the child to remain an effective and motivated learner. These skills are what they take to the next stage of learning so they can continue to improve.

Outdoor learning is a fantastic way of developing children's Characteristics of Effective Learning (CoEL). It allows them to: increase their imagination, have appreciation of and investigate the natural world around them, develop many social skills including, negotiating and collaboration through active learning and develop their problem solving skills by providing open ended resources which allow children to think and explore their own ideas.

Language development

Babies respond to voices and gesture which is an important step for their language development. Children from age of 2 need to add 8 new words to their vocabulary daily, to be ready for school and to continue their learning, especially in primary school. Some of the activities show what words can be introduced and developed and how some start to make sense to a young child. For example, the words 'under', 'over' and 'through' can be experienced by children actually doing these in a physical way and therefore understand what they mean. Take a look at the EYFS Bursts for Learning available for many more activities to do at home.

<https://thelink.slough.gov.uk/news/eyfs-bursts-learning-0-5-year-olds>

Mark making activities in the outdoor environment can offer children the early experiences and physical development to support early stages of children learning letters and their sounds; the use of a child's finger in sand and soil, a stick or a paint brush using water or mud. Chunky chalks on surfaces such as walls, trees, drain covers, rocks and stones. They can be easily washed away once the children have finished, so there is no graffiti left. Adults can help young children by saying some words or simple phrases to describe the actions and marks they make i.e. wiggly line, up and down. Older children can be encouraged to extend their language skills by talking about what they are drawing, and how different surfaces change the marks they make.

Taking risks

Risks in children's learning is always going to be there (a child uses a knife and fork whilst eating for example if a child cuts themselves with a knife, we don't take the knife away and say a child can't use it - instead we show them how to use it properly so a child can be independent whilst eating. While children need to be kept safe from potential harm and hazards, they also need to explore and take risks with appropriate support. Risky play allows children to challenge themselves on many levels: Physically - by climbing a little higher, crawling along the ground, running a little faster or jumping a little further. As a result, children may get hurt, scraped knees and elbows, fall over bang their heads. A supportive and observant adult and good risk assessment will minimise this, but it is important to know these things happen.



Baylis Park

Clothing and footwear



Upton Court Park

To make the most of outdoor learning, appropriate clothing and footwear is needed. Make sure your child is wearing the right clothing and footwear when it's hot, cold and or wet. It is best for a child not to wear best clothes when they attend an early years setting or visit the local park. Settings don't mind getting them dirty! There is no such thing as bad weather just not the right clothing So be prepared and check what the weather may be like - have at the ready their:

Wellies



Raincoats



Gloves



Hats



If babies have the right clothing, don't be afraid to put them on the floor on a blanket or in their romper suit if it is cold.

Outings and planned intentional trips

For babies, they will be intrigued by the sights, smells and sounds of the environment and reach out towards things that interest them and catch their attention. Toddlers want to explore the natural world around them by crawling and walking. Preschool children will explore more purposely, play games of imagination and enjoy challenging themselves.

The items below are a way of supporting non mobile babies to be outside in all weathers and to have plenty of fresh air throughout the day. It is important to regularly check non-mobile children are not getting cold.

If it is sunny and warm don't forget the:

Suncream



Sunglasses



Sunhat



Umbrella to keep dry and shade



Adults

The role of the key person or an adult is important. Be confident and enthusiastic when outside. Work as a team and develop the same values - go with adult friends to the park who have children of similar age, remembering to stay a safe distance away from others. Having fun together is very important!

Toddlers want to explore the natural world around them by crawling and walking. Preschool children will explore more purposely, play games of imagination and enjoy challenging themselves.

Out in the natural environment

Some activities to support learning

This is a chance to enhance opportunities to learn social skills, overcome fears, and develop a lifelong connection with nature. Whilst doing these activities, listen and notice what a child wants and talk to them, commenting on what they want. "Oh you want the pebble, here it is" (and give it to them). Adult support and interaction is crucial to help babies learn, so be attentive of their needs.

Babies 0-12 months

Upton park



Herschel Park



Baby bottle for non-mobile babies

Recycle plastic bottles and fill them with different materials such as sand, gravel, soil and stones and listen to the different sounds they make when shaking a bottle.

Make a mobile

Using sticks, string/cotton thread some natural objects to make a natural mobile to hang up in a room/bedroom for recognition when they go to the park.

Hold on!

Let children explore with support the noises of:

- Sticks on sticks, stones on stones and sticks on stones
- Water being poured from different heights and let them make their own noises and let them explore using light small cups and containers for them to hold

Sensory tub and treasure baskets

Put different types of natural objects in a tub and leave it near a child to pick and choose what they want. They may tip it all out and want you to put it back and then do it again. It's all part of their learning.

Roll over

Spend lots of time on back and stomach and rolling over and happen outside (roll over) being active.

Prompts - bodily sensation - things to notice sounds near and far - an attentive/responsive adult is important.

Near and far (extension of above)

Let non mobile babies explore - put items near a but a few things away from them so they have to move to collect them or make a gesture for an adult to get them for them to share. Sometimes put them closer to mud and grass so they can grab/pull and hold natural things.

Check it out and share and thinking critically

Make up a collection of natural things such as leaves, twigs, shells, pebbles, sand - to with spreading them about on the picnic blanket and let them choose what they want to touch. They may want to give/throw it to an adult - then give it back to them. This may be repeated several times. Praise and go with their interest.

The use of water

Always be watchful and alert of children near water - adults monitor carefully and be close or with them and have them on a harness.

Excellent language can be developed while watching a stream flowing through tunnels and under bridges, between rocks with ducks swimming on it.



Explore, touch, feel and be active

Walk and watched safely by an adult

Mobile babies actively walk and pick up various objects to explore and feel their textures such as:

- Damp wood, smooth and rough stones long and short sticks, Wet and dry soil and stones/rocks
- They might want to pick up and carry something home that they have collected which is different from what they have at home and investigate its difference
- It might be their preferred 'toy' and want to play with independently and with concentration
- If they pick a stone up or stick can they make marks in the soil
- If really confident - take the child's shoes and socks off and let them feel different sensations between their toes from a blanket to soil/sand/water and grass

Toddlers 1-3 years

Wildlife

Children learn to investigate their own environment and look for different types of animals and insects - they can explore what they might find under a rock or log and see spiders/insects (get adults to take risks themselves with the children by turning over logs and stones).



Active Scavenger hunt

Find things that are different textures, colour, size. Collect and take home and repeat the language opportunities on what they have found such as, leaves, sticks, pebbles, plants, flowers, and seeds.

Make your own treasure basket

Create your own treasure baskets Discuss collecting with your child and let them think which ones they want to take. If the ground is carpeted with acorns or flowers, pine cones, twigs, flowers, leaves, conkers, and helicopters (sycamore trees) and other seeds depending the time of year.



Baylis Park

Natural Collage Exploration

Gather many items that have fallen on the ground such as different sized twigs, different coloured flowers, stones, leaves, different leaves and get some glue/paper to make a pattern of their own choosing. This can be done different times of year to compare colours and types of vegetation available.



Baylis Park

I spy with my little eye can you find?

Animal life such as birds are all around us, small large and of different colours on them or different sized/leaves/rocks/sticks and stones?

Watch and observe/take photos/make a note

Watch for leaf and flower buds bursting in the spring, insects buzzing in the summer, and leaves changing colours in the autumn. During all seasons, watch for visitors to the trees—birds and small animals looking for food or a resting place. – discuss them when home or make a picture display for discussion.

Trunk call

Using large crayons/charcoal and do some rubbings of different trees and compare the bark.

Some have narrow tall trunks and some have wider but shorter trunks - get the children to measure the circumference of a tree trunk using their arms to see if they can fit round them. Are they larger or small than their arm circumference? If you have tape measures use them or pieces of string to check and compare sizes.

Language development

Link language with physical movement, actions, role-play and practical experiences such as cookery, gardening and being very active. Talk about the things that can be seen such as the Flowers, petals, and colours. Can you name the things you can see? if not take a photo and then look it up on the internet together. Use the language of size such as Walking through green tall trees, surrounded by some bushes that were shorter.

Mathematical development

Use of song - Use one two buckle my shoe - 5/6 pick up sticks 7/8 lay them straight/angles/large smaller/wide, narrow.

Game of hide and seek - 1 2 3 where are you?

Pre School 3-5 years

All change

Recall the time of year and when things are different in colour.

What happens in spring which is different in the autumn?

Winter means shorter days, cooler temperatures, and little or no plant growth. In contrast, spring is full of new life with flowers budding and gardens beginning to grow.



Salt Hill Park

How do I feel?

Texture of leaves/ size/shapes. Has a colour, dry, wet, shiny, pretty, that the wind can blow, tiny, huge, crawls flies, has fallen the ground, smooth, rough, smells, the texture of bark.



Britwell

Build me

Construct things with twigs and mud and stones - large or small using - children might want to create a house/shelter for something small.

Which way?

Pathways and how they are made and how water pathways are made so becoming streams/rivers through a gorge/can they forward and backwards

In the distance we can see trees on top of the slopes which we are walking towards or away from.

We walk/run down a path between slopes of grass either side of us. The smell of fresh cut grass

We are walking along a path between slopes/plants on both sides. Find other tracks that can be walked on and possible obstacles in the way, such as rocks and fallen trees.



Salt Hill Park

Fallen tree investigation

If available find a fallen tree (like in Salt Hill Park). Touch the bark to see what it feels like, looks and smells like. If the bark is loose on the ground,

Pick up handfuls of the bark pieces and take it over to a place where they begin building with it. Use larger bits of bark and try to balance pieces on top to see if they can build a tower. As the children's play progresses they incorporate other things - small lengths of wood, and if available include plastic piping and other containers such as an upturned bucket - into their construction.

Under the watchful eye of an adult allow children to clamber on and off the tree trunk.

Natural art

Collect different natural materials when out in the park (nappy sacks are useful for children to carry these home)

Create with these natural materials, use a sheet or paper as a base without fixing them permanently so you can reuse these materials many times.



Language development

Movement and descriptive words - Through, between, along, through/climb/shiny/different colours/size/how some moves such as crawling, walking, running, climbing, jumping, flying, flapping, jogging, dashing, sneaking, floating.

You want to include trees shedding leaves for winter, but some have them all year round.

When picking up items for natural art activities develop a child's language using such words as pull, grab, lift, carry, pick up and fetch.

Mathematical development

Angles/steep/one path/high/taller than, short than/closer/close/side-ways.

Equipment such as spades and buckets - digging in the sand and soil:

- How deep, very, not very, measure using a ruler or tape measure
- Number of spades to dig to the bottom (estimating)
- Shovelling fast with a small spade or a big spade (time)
- Deciding how much sand have you got in your bucket?
- Recognition of full or empty a lot or little in the bucket
- They learn the concept of heavy or light with the amount of sand in the bucket



The outside environment in a setting garden

Open-ended resources offer children resources to play with which have multiple uses. This can be something as simple as a cardboard box, which can be used for anything from model-building to making patterns and rhythms. Encourage children to think of ideas for play themselves. You will sometimes find them doing something completely different to what you had imagined. This should be encouraged!

0-12 months

It's too bright!

Creating shade light and shade/casting shadows.

Wearing a hat for protection.

Hiding under a tree for shade or a cosy space outside to sit and read with a child.



1-3 years

Den building

How will you build yours?

Will you use some sheets and upturned chairs? A wipe able plastic sheeting can create the perfect pitch. Cushions although soft fabric is not advised unless they have a plastic covering that can be wiped easily.



Children can make dens using very little equipment and they are exploring their surroundings using what is available to make one.

3-5 years

Den +

Give children the opportunity to plan the lay out of the outside area - especially if you have materials that can be moved. They can start elsewhere and children will have reasons.

Waterfall

Make a cascade of water using plastic guttering and watering cans lengths of plastic sheeting, pegs can help support den making with buckets and - change the angle to decrease and increase speed - chairs and other things that can be wiped down effectively. Roll other things down too - cars/trucks etc.



Physical play is okay!

Using open spaces to fulfil basic 'childhood' needs - jumping, running, climbing, swinging, racing, shouting, rolling, hiding and making a big mess. Many of these things cannot occur indoors. These are important experiences for their fine and gross motor skill physical development.

0-12

Active play

Climb with support, go up and down a slide with key person supported - see their reaction - repeat if joyous if not try something different

Rather than up and down perhaps high and low fast and slow on a swing, playing peekaboo as they get closer to an adult.

Squish (Muddy play)

Mud with children - Play with the mud, squish it between toes and fingers along with sand/dry mud/rice/jelly and other possible textures for them to have a real sensory feeling including water.

How high?

Encourage babies to get themselves up from a sitting position. Use a bench as well as climbing equipment. Adults model and let them explore waiting and holding themselves, going through an object and feeling the different surfaces as they balance.

1-3 years

Take a risk

With support if needed, get children to take a risk by climbing up and down stairs, sliding down poles and climbing up a slide the wrong way.

Mud reversal

Show how to make mud pies and leave them out to dry. After the mud is dry (which may take a day or two), return and let children investigate the properties of dried mud. Can they return it to sticky mud?

Let's move!

Using bikes trikes balls/climbing/run crawl, creep/ moving/lying still/small steps/ large steps/tunnels as well as running jogging on sloped areas.

Role-play - children love to make sense of their world through re-acting situations, activities and conversations they see in their lives. Role play should reflect areas of the children's lives. Create opportunities with 'real-life' resources that reflect the community you serve. Fire fighters, paramedics, doctors and police/sirens, flashing lights on their trucks and trikes.



Cippenham,
Deerwood Park



Cippenham

3-5 years

Mud/kitchen - creating food and soups menus recipes/peeling fruit and veg

Mud check

What happens when you pour water through different types of soil?

How does dirt differ? What's the best way to loosen hard dirt? Is dirt dry or moist? What does it feel like? What does it smell like? Do you see any leaves, bugs, twigs, seeds? Are there clues that animals have been here?

Promote the use of mud every year! Make it a real focus for learning on International Mud Day, 29 June.

Possible resources

Buckets, digging tools (trowels, spoons), containers with lids (recycled plastic food tubs) and supplies for different types of dirt such as dry, hard-packed dirt, loose soil, gravel, silt, sand, clay and dirt collected from under a tree (in the leaf litter). Stirring tools - trowels, sticks, spoons, sieves - with different-sized holes, magnifying glasses and tweezers. **Remember COVID-19 recommends:** after using tools make sure they are wiped down before other children play with them.

Language development

Link language with physical movement in action songs and rhymes including '5 Little Babies sitting on the slide'. For language and number, down and up, similar, different, same as.

Mathematical development

Size, large, small, pour, using different sized pots for measuring, same as, equal to,

Risky play

Children need to learn to take risks in a secure and safe environment. This will enable them to negotiate the many hazards and obstacles they will encounter as they grow older. Adults should support children both to challenge themselves and to assess possible risks. For example, make children aware of where they are putting their hands and feet especially if they are climbing higher than usual on the climbing frame or using a new tool on the construction bench. You may need to direct them where to put their hands and feet using appropriate language. "Put your hand on the next rung up/down"

Remember try to be positive with your language too - so good use of praise when they try to be safe themselves.

Have you thought about?

Include some different sized logs at home or in your setting. They are great for:

- insect habitats
- size, weight and shape of logs
- easy to move around for children to help them think, explore and make their own things
- seating outside and they are a great way for children to social distance without realising it

**Sitting on logs:
a great way to social distance outside!**



The use of the weather/shelter and shade

We are fortunate enough to have four seasons and so change is constant and a vital part of our natural world which children should experience. Early years practitioners and parents are well aware of how a snow day can change the learning at a moments' notice. We don't need to wait for such as day; the weather at all times can be used to develop children's interests and explore how it affects them.

0-12 months

How does it feel?

- Feel the rain on a their face, hands and feet.
- Feel the wind on their face. Blowing their hair.
- Feel the snow on their hands and then warm them up.
- How does it feel on their clothes and dripping off, pouring off?
- The sun on their face and other body parts and feel the warmth (make sure children have protection when outside on a warm an sunny day)



<https://www.britishskinfoundation.org.uk/sun-safety-advice-for-parents>

www.nhs.uk/live-well/healthy-body/heatwave-how-to-cope-in-hot-weather/

Think about: having paper towels to dry hands and other body parts if they get wet.

1-3 years

Jumping Jack Splash

Jumping in puddles of water and looking at rainbows after a storm ends. Playing in puddles is great to investigate concepts such as floating and sinking and measuring depth and width. How some are muddy and some are clear.



Snow!

Children take the lead to shove/scoop the snow in doorways of the school in winter, and to co-ordinate the piling and moving of snow and ice to transform their outside area.

Get moving

Show us your dance moves! Music play in different weather. Make sure the children and adults have the appropriate clothes and footwear on.

3-5 years

Cloud bursting

Chill on a rug and look at the sky and colours and clouds, the shape of clouds and let children describe them. Which way are they moving? Are they large or small, irregular and regular shapes recognition/bigger or smaller than each other?



It's hot!

Temperature increase or decrease! Children should experience the characteristics of each season. Talk about types of weather at different times of the year

The passage of time and change

Has the weather changed? What happened to the clouds and sun? Can we capture the rain? Buckets, paper and leaving things out to see how much is collected - measure what they have - one small cup/two large cups or start using capacity and standard units of measurement

Leaf mad! Great for windy days!

Scoop up some leaves throwing them up in the air to see where they land. How many can you catch as they fall back down? What can you catch them with? Choose other seeds and leaves and see what happens - do things land closer or further away?

Casting shadows an exploration of time.

Use chalk, a stick or pole to mark with; let them decide where their shadow is in the morning, after lunch and before they go home, marking them to see if they are in different places. Are they longer or shorter? If you do this at home perhaps capture a shadow before bed.

Some local parks to support outdoor learning in Slough

There is more than 254 hectares of public parks, open green space and play areas in Slough. It is important to support learning and the health and wellbeing of young children in an urban environment. There is a range of sports fields, play areas, riverside walks, woodlands, gardens and natural landscapes.

Salt Hill Park, Herschel Park and Pippins Park have all achieved the Green Flag Award. This recognises the high standards in the management and maintenance of public parks and green spaces.

To make the most of your trips to the park, here are some ideas to consider:

If walking to a park think about:

- the route you are going to take
- walking at the child's pace
- road safety and teaching children how to cross the road safely
- the possible weather conditions and what you may need to protect yourself
- taking the same route each time (this is good for repetition of language and seeing the same objects).
- pointing out some of the things you may pass each time you go (a lamppost/post box/signs/someone's house).
- taking some photos of landmarks that you pass each time - it's a great way to extend a child's vocabulary and share them with children when back at home or in a setting.

Be prepared:

- by checking the weather so you take the right equipment including water to drink
- to sit on the grass, so take a picnic blanket where a baby can roll and crawl on
- to take nappy sacks so children could bring back things they have collected and they can carry (you can continue their learning at home talking about what they collected (sticks, stones, flowers etc)
- to take paper and glue. Provide some chalk, charcoal so rubbings of different textures can be done.
- to provide some wipes to clean hands, plastic bags and hand gel for children to keep safe. This is especially when they pick things to take home. Wipe their hands and dispose tissue and wet wipes safely

Reminder

- We want to keep our local parks clean and tidy so please take home all your waste and rubbish or put it in the nearest bin
- If old enough encourage children to put rubbish in the bin so they understand the need to keep things nice for others and for them the next time they go to a park

These are open spaces in Slough which can be used by settings and parents regularly for enjoying all the outside has to offer. Below are just some examples:

Britwell

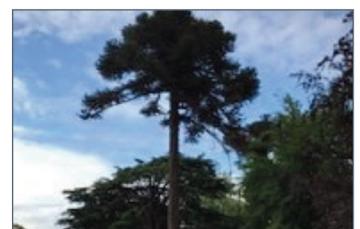
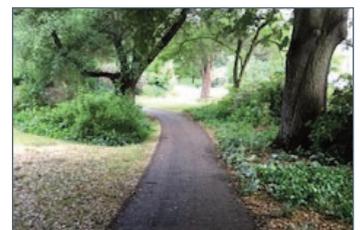
Farnham Lane, Britwell, Berkshire, SL2 2EW



Herschel Park

Upton Close, Slough SL1 2DG

The larger area in the north is a Local Nature Reserve. The more formal area in the north is a Grade II listed park.



Upton Park

Upton Road, Slough, SL3 7LU

Sloughs largest park offers football pitches and changing facilities, waterside paths, open spaces and wooded areas as well as play areas.



Salt Hill Park

Bath Road, Slough SL1 3SS

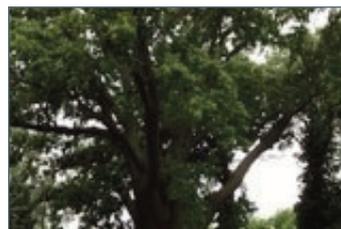
It is landscaped open space with different trees, waterside paths, different play areas, tennis courts, a skateboard area and a café.



Baylis Park

37 Carmarthen Road, Slough SL1 3PT

This is the most historic park in Slough and the adjoining Godolphin Recreation Ground were part of the estate of Baylis House. It has various trees open spaces and a pond with different wildlife present.



Some different natural things available at different times of year to collect around Slough

Autumn

Getting colder less sunshine, temperature getting colder and daylight gets shorter.



Conkers
(horse chestnut)



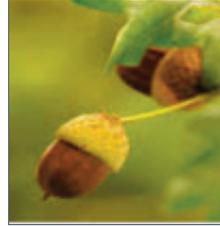
Sweet chestnut



Blackberries

Winter

Cold weather such as ice, snow, frost cold wind and rain.
Much less daylight and longer nights.



Acorn from an
oak tree



Pine cone



Spiders web

Spring

Growth and temperature getting warmer - more daylight:
Gorse, yarrow, daffodils, snowdrops, daisy, red clover.



Blossom



Snowdrops



Daffodils

Summer

Warm weather - most daylight as days are longer
Pineapple weed, grass, various flowers, poppies.



Dandelion



Yarrow



Cabbage White
on flower

Just to consider for outdoor learning within a setting

- Arrange sufficient space outdoors for children to play and explore but within a safe distance of an adult.
- Give children uninterrupted time to play and explore.
- Get children to engage their senses in the outside learning environment.
- Let the children challenge themselves and take risks under the watchful eye of an adult.
- Have a few resources or equipment that can be used by children.
- Are resources open-ended so that they can be used, moved around and put together in a variety of ways?
- Ensure some of the resources reflect children's interests.
- Allow children to make choices and decisions of their own.
- Give children opportunities to test their ideas, themselves, their relationships and explore properties the materials have?

Reference to good practice and statutory guidelines

The EYFS outdoor play requirements are specified in section 3.58 of the EYFS Statutory Framework, which states:

'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). Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).'

In The Early Years Foundation Stage - Effective practice: Outdoor Learning (Crown Copyright 2007) it is very clear in the importance of outdoor learning and that it has equal merit with indoor learning.

Slough has an excellent practitioner and Forest School leader who can support settings to take this further.

Contact: Sharon Rose
Advisory Teacher EYFS & EYFS Moderation Manager
Slough Borough Council
Children, Learning and Skills Directorate
Early Years and Prevention

Tel: 01753 476577
Mobile: 07920287687

Useful websites

For more information about parks in Slough

www.dayoutwiththekids.co.uk/things-to-do/south-east-and-london/berkshire/slough/adventure/parks-playgrounds

www.slough.gov.uk/leisure-parks-and-events/parks-and-green-spaces.aspx

Slough Tree Trail Guide

www.slough.gov.uk/downloads/herschel-park-tree-leaflet.pdf

For ideas on outdoor learning have a look at:

<https://outdoorclassroomday.org.uk/resources/>

www.ltl.org.uk/free-resources/

www.naturallylearning.co.uk/50-outdoor-activities-toddlers/

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