

Outdoor Learning Provision - FOSAY

Term Focus	First half	Second Half
Autumn Trust	Getting to know the space. Ground rules for using the space. Noticing our surroundings. Co-operation games. Being observant Making plans – now, in one year, for the ongoing future - outdoor space development	Building shelters Building relationships Working collaboratively Assessing and reviewing – critical eye Supporting each other Feed the birds Autumn leaves – playing and creating
Spring Awe and Wonder	Digging and discovering Observing nature unclothed Loose parts construction Birds – nests and boxes Raising seedlings Birdwatching/animal tracking	Planting and growing Planning the planting and watering Caring and nurturing Showers and rainbows – investigating rain. Ponds and rivers - frogspawn
Summer Harnessing and creating	Practical skills Sawing, cutting, whittling, joining. Knots Build a bug hotel Harness the wind – turbine power	Out and about – exploring the wider world Sensory world Art in the environment – transient art/painting nature Patterns and shadows Caring for our environment Reflection

Outdoor Learning Vision: To create resilient and resourceful learners who are willing to take risks.

The children take ownership of creating outdoor spaces that reflect their needs and interests. They are at the centre of how the space is set up, what goes on in it, and how it is maintained and cared for. The children will be fundamental in setting expectations and ground rules including agreeing **safe** use of equipment and procedures for addressing problems and misuse. Develop the outdoor play and learning facilities to make them more easily accessible for all children and teachers to use.

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I envisage a structure not dissimilar to EYFS provision where the children direct the learning to a large extent. I will plan the focus and provide the stimulus/equipment for engaging with it, but how the children choose to engage and what they bring to and get out of the experience will be up to each individual. I plan to foster collaborative learning, inclusion and resilience. My role will be that of a guide and facilitator rather than teacher. The environment will inevitably present risks and a large part of my aim is for everyone to learn to assess risk and weigh against benefits before embarking upon a course of action. There will be a strong emphasis on safety and respect (of and for equipment and individuals).

I will create an electronic file to track how the provision is progressing. This will include: the relevant school policies; risk assessments for the sites; risk/benefit assessments for the activities; a section for each class with evidence to show what they have been working on plus a focus on 2-3 children from each class (selected in collaboration with teacher) to see how the outdoor provision helps them across the curriculum; LTPs from across the federation to cross-reference and indicate where curriculum targets have been met; ongoing reflection and self-assessment feeding into the planning.