



Outdoor Environments

Early Years Professional Development Centre

Autumn Term 2024





Log pile

















Outdoor Storage

Please feel free to investigate inside these resource boxes for ideas. These are a collection of some core resources that you would have pre-organised for the children to select independently. Enhancement resources, linked to the current theme at the centre this term, are located in the transition space inside the door in the cupboards and crates.



Top shelf boxes

If possible ensure that resources are accessible to the children. Alternatively the large boxes could be lifted onto the ground each day to enable the children to access them safely.









Water play

RATT CABLES

Risk Assessment
You are advised to
carry out a risk
assessment before
undertaking any of
activities in
setting.



Water play

Risk Assessment
You are advised to
carry out a risk
assessment before
using any of
the facilities in
this area.



Water Play

Risk Assessment
You are advised to carry out a risk assessment before implementing any of these activities in your setting.





Key information

Autumn is a beautiful time to visit the garden. The weather is often just what you need to enjoy the outdoors. There are many things to see and do in the garden during this time of year. Here are some ideas for what to do in the garden during autumn.

blackberry picking

Blackberry picking is a popular autumn activity. It is a great way to spend time with family and friends. There are many places to go blackberry picking in the area. Here are some ideas for where to go.

Flowering plants

Flowering plants are a great way to add color to the garden. There are many different types of flowering plants to choose from. Here are some ideas for what to plant.

up
up
up
in the
tree

autumn

K
OUND
woods

Why Do
Leaves
Change



Key information

Nature table

Setting up a seasonal space in your setting gives children opportunities to connect with nature and deepen their understanding, helping them to be more present in the world around them and providing a love for nature.

What can you put on your nature table(s)?

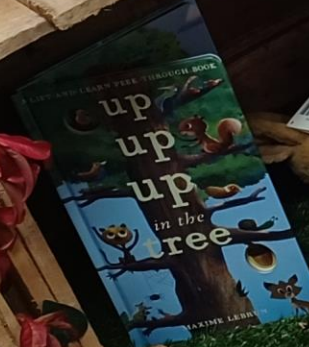
- A range of open ended materials
- Items that children bring in from home when they have made an exciting discovery
- Natural materials
- Seasonal natural resources
- Back an nature - fiction and non fiction

Blackberries



Autumn

Time to kick through leaves, and hunt for natural treasure in the woods.









Schematic Play in the Outdoors

By Laura McNulty



Schemas are repeated patterns of behaviours that you see children doing again and again as they explore the world around them and try to find out how things work. Schemas show us children's Characteristics of Effective Learning, particularly how they are creating and thinking critically. They are often regarded as a window into children's learning.

Adults can observe children establishing foundations for early mathematical and scientific ideas and concepts whilst they acquire knowledge and understanding of their world as they repeatedly, try out, explore, experiment and investigate.

When children are displaying schematic behaviour, they are intrinsically motivated to learn, resulting in long periods of concentration.

The outdoors provides children with endless possibilities to explore the world around them through schemas. Knowledgeable and skilled

adults play a crucial role in extending children's thinking and providing carefully chosen resources to support a child's learning through schemas.

Children will explore a schema through the use of their own body first, starting then with what they know. They will then move onto trying out their ideas with resources. Often the same resource repeatedly before moving onto testing out their ideas with a whole range of resources. Once children are confident that these ideas have been fully explored, they are able to then try out their ideas abstractly or imaginatively without the need for resources. This is often as children become much older. Schematic play allows children to take risks, make mistakes and learn for themselves. We can redirect schema behaviours to make them more appropriate and safer (for example a child throwing stones near other children could be given acorns and a better target) but it is vital that we support children to explore these very natural urges.

"A schema is a pattern of repeated actions. Clusters of schemas develop into later concepts" (Athey, 2007)









