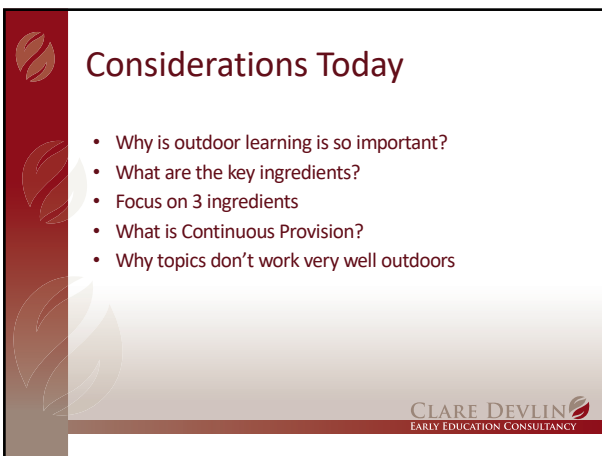


1



2



3

Why is Outdoor Learning so important for young children?

- Emotional Learning
- Social Learning
- Physical Learning
- Cognitive Learning

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

4

Why is Outdoor Learning so important for young children?

Emotional Learning

Children:

- Have more freedom outdoors – promoting trust, raising self-esteem and confidence
- Are encouraged to take risks/assess risks
- Are encouraged to self manage behaviour
- Challenge themselves
- Test their own boundaries
- Build self-image, self-confidence and self-esteem ("look at me")
- Build resilience
- Have different relationships outdoors
- Feel Good – *feel life in every limb!*

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

5

Why is Outdoor learning so important for young children?

Social Learning

Children:

- Are able to join in
- Learn how to play with others and form relationships
- Learn to co-operate and work together
- Engage in real tasks that require real questions and real collaboration
- Have more freedom and are trusted to do things by themselves
- Are often more observed by adults rather than controlled
- Are less inhibited in their response to the natural world

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

6

Why is Outdoor Learning so important for young children?


Cognitive Learning

Children:

- Problem solve around real experiences
- Are exposed to a rich variety of sensory information that changes on a daily/hourly basis
- Observe, investigate, ask questions and hypothesise
- Experience at a sensory level as well as learn new skills and knowledge
- Make connections

Movement activates the brain and prepares it for new learning

Movement physically builds the brain through the creation of nerve networks



CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

7

Why is Outdoor Learning so important for young children?

Physical Learning

Children:

- Learn about the world around them through movement
- Can experience larger scale movement
- Can go faster, be louder, be spontaneous
- Can engage in rough & tumble play
- Increase their strength, muscular control and body awareness
- Develop greater spatial understanding
- Set their own challenges

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

8

Young children learn about themselves and their environment through movement.

Movement is thought in action; children have first to experience the world actively through all of their senses before they can think in the abstract and hold thoughts on the memory of those things in their heads as pictures, concepts or symbols.

Margaret Donaldson, Children's Minds 1978

The body has to do it before the brain can do it!



9



Key Ingredients Outdoors

- **Physical Play**
- Sand
- Mud
- Water
- Stones
- Loose Parts
- Den building
- **Small World Imaginative Play**
- Seasons – Plant offerings
- Seasons – Wildlife offerings
- Seasons – Weather offerings
- Creativity – Imaginative Play & Visual Arts
- **Sound Exploration & Development**
- Beyond the Gate

*Build these areas up over time and present as your **Continuous Provision**
Each half term the curriculum plans will guide what concepts and skills you need to focus on within your Continuous Provision*

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

10



WHAT movement experiences do children need?

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

11

Fundamental Movement Experiences "Jabadao"		
Cross-lateral	Vestibular (Balance & co-ordination)	Proprioceptive (Spatial awareness & deep sensory experiences)
Crawling Climbing Clambering Pedalling Running Walking Stepping	Twisting Turning Spinning Tilting Tipping Jumping Bouncing Rocking Rolling Swinging Falling Sliding Moving Fast	Pushing Pulling Stretching Hanging Throwing Lifting Carrying Starting Stopping

12

In order to develop Cross Lateral Movement:
Children need to:
Crawl ... Climb ... Clamber ... Pedal ... Run ... Walk ... Step ... Skip ... Shuffle ... Slither ...



CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

13



14



15



16



17

In order to develop Balance and Coordination:

Children need to:
Twist ... Turn ... Spin ... Tilt ... Tip ... Jump ... Land ... Bounce ... Squat ... Rock ... Roll
...Swing ... Fall ... Slide ... Move Fast ...



CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

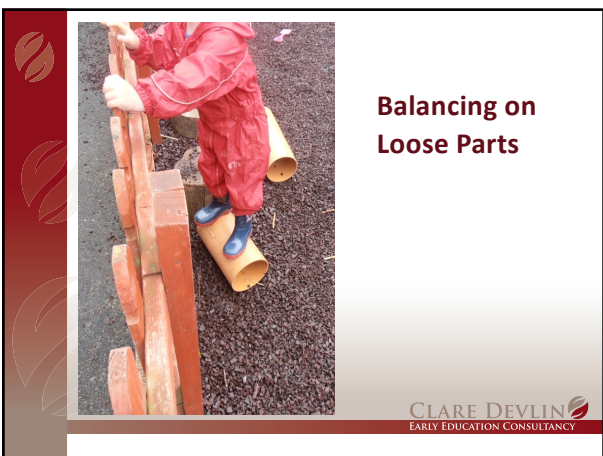
18



19



20



21



22

Developmental Movement Opportunities in the everyday environment

- In small groups, go outside and explore the immediate environment – look for opportunities in the existing environment to promote and strengthen cross lateral movement and vestibular development.
- Do some of the movements that children need to do
- Make a list of opportunities – stating which aspect of development you are addressing

Lets go outside!

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

23

A well organised balance system indicates a well organised brain.

Balance is trained through movement.

Those children who are unable to stay still are showing their balance systems are not yet sufficiently mature to remain still for long periods of time.

They need to move to get their brains into gear.

Sally Goddard Blythe

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

24

In order to develop Spatial Awareness and Deep Sensory Movement:
Children need to:
Push ... Pat ... Pull ... Stretch ... Hang ... Throw ... Catch ... Aim ... Pass ... Hit ... Kick ... Lift ... Carry ... Start ... Stop ...



CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

25

Developing body awareness and proprioception

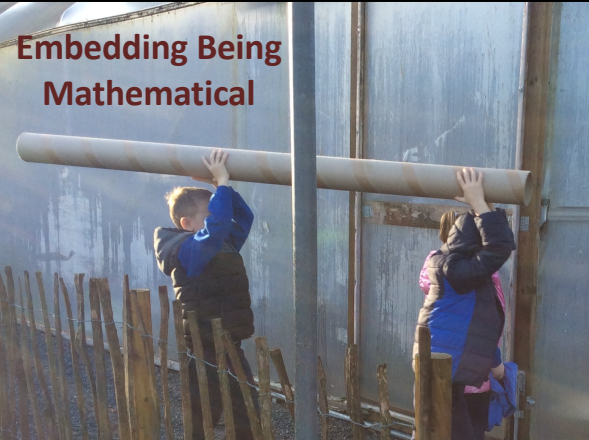
- In small groups, collect 1 or 2 Big Heavy Awkward items
- Explore these items in an embodied way
- Transport them slowly and with awareness to a chosen space
- Consider how children would transport, play with and explore these items

Lets go outside!

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

26

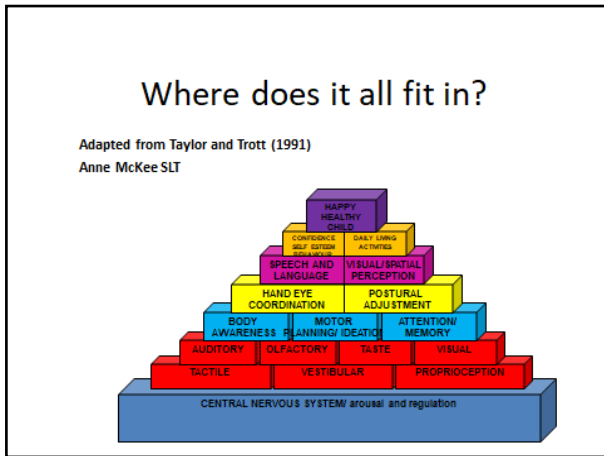
Embedding Being Mathematical



27



28



29

Recognising and Evaluating Learning - SPICE

- S**ocially
- P**hysically
- I**ntellectually
- C**ommunication & Language
- E**motionally

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

30

Interesting spaces for Small World Imaginative Play



CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

31



32

Special places

- Working in small groups, select a place for your characters and props to interact with and explore. Take plenty of time to allow your small-world scenario or adventure to gradually unfold.
- What can happen there?
- What do you notice in this micro-landscape?
- Evaluate the learning

Lets go outside!

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

33



Recognising and Evaluating Learning - **SPICE**

- S**ocially
- P**hysically
- I**ntellectually
- C**ommunication & Language
- E**motionally

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

34



35



'Whatever you want it to be' places promote:

- more complex social interaction & negotiation
- new dimensions of friendship
- more meaningful and sustained play themes


Broadhead (2004) *Early Years Play and Learning: developing skills and cooperation*

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

36

Working Theories

- Data generation
- Data gathering (need lots of data)
- Seeking and finding the pattern
- Seeing the connection (cause and effect)
- Predicting
- Testing the theory
- More data gathering in different situations
- Tweaking the theory
- Encountering different results than predicted
- Adjusting or changing the theory
- Updating and refining the working theory



37

Children are born passionately eager to make as much sense as they can of things around them.

If we attempt to control, manipulate, or divert this process...the independent scientist in the child disappears.

John Holt

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

38

Sound Exploration

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

39



40

Young Musicians

- https://www.instagram.com/ree/CoP2-hkKR0v/?utm_source=ig_web_button_share_sheet

41

Sound Play & Exploration

Work with others to creatively *explore the sounds* that can be produced with everyday loose parts and household items offered and anything else you can find in this outdoor environment.

Then create a composition of sounds & rhythms for re-presenting as a performance

Think about how you:

- Enjoy movement and action
- Enjoy doing and acting on the real world
- Enjoy being with others, improvising and composing together
- Enjoy being inventive, imaginative and playful

But most of all, enjoy being outdoors!

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

42

Storage

- There is **ample storage** outdoors
- Makes access to equipment **safe and simple**
- Has the intention that children can **independently choose and access** resources – as continuous provision outdoors
- **Makes sense** to children and it is **easy for them** to use
- Bikes are best stored separately
- Every item should earn its place –do the shelves & spaces all need to be full?

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

43



44



45



46



47




48



Unit 3: Playing with the Stuff of the Earth

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

49



Unit 4: Experiencing the Living World and Life beyond your Gate

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

50

Module 2: Supporting Learning Outdoors – Tuning in to children’s learning mechanisms

Unit 5: Thinking through the body

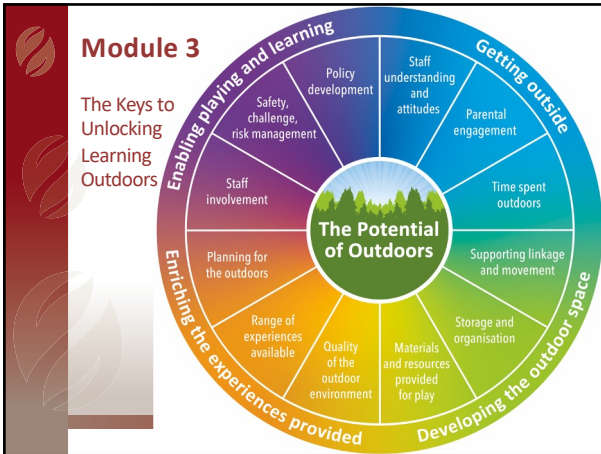
Unit 6: Thinking through action in the real world - schema

Unit 7: Building working theories and thinking with others

Unit 8: Thinking through Play and Representation

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

51



Module 3

The Keys to Unlocking Learning Outdoors

52

We held a Movement Matters day in school last Friday. Not only did we have 50% of our parents turn up (unheard of and its usually about 15%) but it was also the most interactive and enjoyable day with lots and lots of discussion and outdoors fun (and learning of course). The feedback was also very encouraging and indicated that the parents involved got a great deal of 'food for thought' from the session.

Thank you for inspiring me/us to take the Outdoors Thinking cause to the masses :-).

It has been great to think about different areas of outdoor play in a very practical way. I feel that the course has made me a more reflective practitioner. Would love a day to bring my classroom assistant along.

Getting areas and resources built up slowly and enhancing them

As a manger I spend more time reflecting on my own practice. Even when the certificate is complete this is something I don't want to lose as I can see my own progress in my interactions & how completing the certificate has held me to account on being a leader of change and leading by example.

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

53

2023 - 2024

- Arrangements for the course
 - Module 1 being delivered separately = £499 & VAT
 - Module 2 & 3 can be added in another year
 - 3 Assignments per M1 & M2
 - 2 Assignments per M3 + final presentation
- Qualification will be modular
- Venue - TBA (based on uptake)

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

54



www.claredevlin.org
clare@claredevlin.org
Twitter@ClareDevlinEEC
Facebook@ClareDevlinEarlyEducation Consultancy

CLARE DEVLIN
EARLY EDUCATION CONSULTANCY

55