



**Caring, Learning and Achieving together as part of God's Family**

## **Early Years Foundation Stage (EYFS) Outdoor Policy** **C Garcia**

*In the EYFS, we nurture in children a sense of responsibility to care for God's creation, reflecting the Catholic Social Teaching principle of Stewardship. Through daily routines and activities, we encourage respect for the world, each other, and ourselves.*

### **Rationale**

*The outdoors can provide a scale and freedom for a type of play that is difficult to replicate indoors.*

*Curriculum Framework for Children 3 to 5  
(2013)*

*Outdoor learning makes a major contribution to children's development. Young children will be missing out on important learning opportunities if quality outdoor provision is not available to them regularly.*

*The Great Outdoors by Margaret Edgington (2014)*

### **Aim**

To create an outdoor area which is stimulating, exciting and used throughout the year as a learning environment.

### **Objectives**

We aim to:

- use the outdoor environment as a context and a natural resource for learning
- include the outdoor area when planning for learning
- enable children to access the outdoor area
- ensure that the outdoor area offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity
- ensure the outdoors offers children opportunities to develop their gross motor skills
- provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes.
- ensure that children enjoy energetic activity outdoors and the feeling of well-being that it brings
- observe and assess and record the learning that happens in the outdoor area
- help children to care for the outside environment, giving opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.
- enable children to work on their own and with others
- provide activities that involve turn-taking and sharing in small groups.
- enable children to develop an appreciation of natural beauty and a sense of wonder about the world
- respect the outdoor environment and to care for living things
- enable children to manage and use the space and freedom afforded by the outdoor area where children can

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explore, build, move and role play.

- give children the opportunity to relax, enjoy and have fun outdoors to use tools safely and effectively
- find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.
- In the EYFS, we support children in developing resilience by encouraging independence, promoting a growth mindset, and helping them to persevere through challenges in a nurturing and supportive environment.

### **Weather**

- During poor weather conditions, such as heavy rain or extreme cold, we ensure that children continue to have access to a safe and stimulating environment by adapting outdoor activities or moving planned learning experiences indoors. Children bring in appropriate clothing and the staff continue to keep children comfortable and maintain their engagement with learning through a range of indoor resources and activities that support their development.

### **Policy into practice**

The staff will:

- Facilitate access to the outdoor area, providing free-flow access. This will be planned for through discussion, weekly planning and Foundation staff meetings.
- One adult will be outside with the children for health and safety reasons. Students above 17 years of age working in the class will be expected to work outside with the children and supervise as appropriate.
- Organise and provide necessary resources as appropriate, budget allowing
- Encourage children to use a variety of natural and man-made resources
- Set up activities according to the children's interests and academic needs.

At Margaret Roper we have:

- a separate outdoor area for the Foundation Stage children to access
- a defined and safe boundary in which the children can feel safe, secure and confident
- watchful adults to provide appropriate intervention to engage children in the learning process
- a range of large and small equipment and cross-curricular activities which help to promote interactive and independent play and sharing and physical skills
- a space for growing and caring for plants
- opportunities for self-initiated activities under adult supervision
- access to the wider environment of the school field, playground and pond area under adult supervision
- access to regular walks to explore the school's local environment.

### **Inclusion**

The outdoors curriculum of shared and physical activities is an important part of a child's overall development. At Margaret Roper Catholic Primary School, we are committed to providing for each child, whatever their individual and/or special need, the opportunity to access all areas of the Foundation Stage curriculum. We adapt the facilities and activities whenever possible to enable all children to use them. All outdoor areas are accessible by wheelchairs.

### **Monitoring and Evaluation**

The outdoor curriculum is monitored by the Early Years teaching staff. This will include:

- staff observations, discussions and feedback from children and parents.
- discussion and review of this policy to ensure it is meeting the needs of the children

2008, Reviewed 2011, October 2012, Nov 2014, May 2016, July 2017, Sept 2021

Reviewed by C Garcia

Review Date: June 2025