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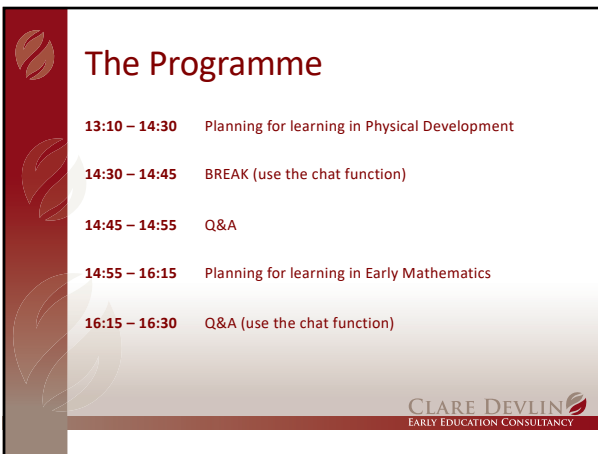
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**Being outdoors:**

- Reduces exposure to COVID-19 - studies suggest outdoor activities pose a lower risk than those done indoors
- Allows for physical distancing to happen more naturally
- Provides much-needed fresh air and ventilation
- Supports physical activity
- Supports sleep better
- Boosts vitamin D levels - making our immune system more robust and increasing defence against COVID-19

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**How to plan for Learning Outdoors**

**Child and Adult led learning:**

- What we know about the children – their abilities, interests, involvement, understandings and misunderstandings (our observations)
- The Curriculum - Areas of Learning

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**Physical Development  
&  
Movement**

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**Physical Development & Movement**  
Planning for Learning (Child Led & Adult Led)

**Fine Motor Skills**

- Strengthen hand muscles
- Strengthen wrist movement
- Develop pincer grip
- Support hand eye co-ordination

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Strengthen hand muscles

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Develop pincer grip & hand eye co-ordination

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## Physical Development & Movement

Planning for Learning (Child Led & Adult Led)

**Gross Motor Skills**

- Strengthen cross lateral movements
- Improve the vestibular system - balance and co-ordination
- Support development of proprioception – awareness of position and movement of the body
- Develop upper arm and body strength

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Fundamental Movement Experiences "Jabadao"		
Cross-lateral	Vestibular (Balance & co-ordination)	Proprioceptive (awareness of position and movement of the body)
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

11

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**Every child a mover**

A practical guide to providing young children with the physical opportunities they need

by Jan White

Early Education  
The Irish Authority for Early Childhood Education

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**In order to develop Cross Lateral Movement:**

Children need to:  
Crawl ... Climb ... Clamber ... Pedal ... Run ... Walk ... Step ... Skip ... Shuffle ... Slither ...



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**Climbing & Clambering**

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### Assessing & taking risks



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### Thinking about Language

5 Key Areas	Possible language to be developed
Body Parts	arms, knees, legs, wrists, elbows ...
Equipment Words	
Action Words	walking, running, bouncing, jumping, stamping, galloping, marching
Emotion Words	happy, love to play, scared, excited
Early Concepts	long, short, up, down, fast, slow, quiet, loud, start, stop, quickly, slowly, softly, loudly, pump your arms, lift your knees, take turns

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### In order to develop Balance and Coordination:

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



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Physical Development - Balancing

Learning Intentions

- Developing whole body and whole body control
- Developing balance and coordination
- Developing responsibility and self-help taking



Developing Balance & Coordination

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*In order to develop proprioception – awareness of position, pressure and movement of the body*

Children need to:

- Push
- Pat
- Pull
- Stretch
- Hang
- Throw
- Catch
- Aim
- Pass
- Hit
- Kick
- Lift
- Carry
- Start
- Stop

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Planning for Learning Outdoors (Inspired by Jan White – Every Child a Mover)				
Learning intention	What do children need to do?	What does the environment need?	What resources and equipment are required?	Evaluation
1. Develop balance, coordination and postural control through the vestibular sense	Twist Turn Spin Tilt Tip Jump Land Bounce Squat Rock Roll Swing Fall Slide Move Fast	Slopes Steps Slides Low walls A-frames Jumping off points Upright poles Bars to hang upside down from Uneven and wobbly surfaces Places to run Places to cycle or pedal Grass, carpet and other soft surfaces for body play	Soft mats Tyres Rockers Hammocks Spinning bowls Balance bikes Vehicles Crates Planks Cylinders	
2. Develop spatial awareness and deep sensory feeling through the sense of proprioception	Push Pat Pull Stretch Hang Throw Catch Aim Pass Hit Kick Lift Carry Start and Stop	Sand pit Gravel Slopes Steps Firm and uneven surfaces Pathways to support challenging vehicle use Bars to hang from Walls to throw balls at Grass, carpet and other soft surfaces for body play & games	Wheeled vehicles Balance bikes Carts Wheelbarrows Pushchairs Ropes and Pulleys Baskets Buckets Washing cars Adult sized brushes Spades Rakes Hose pipes Tyres Logs	

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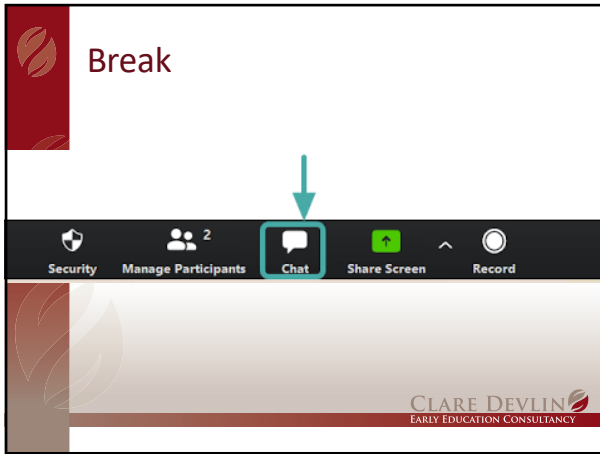
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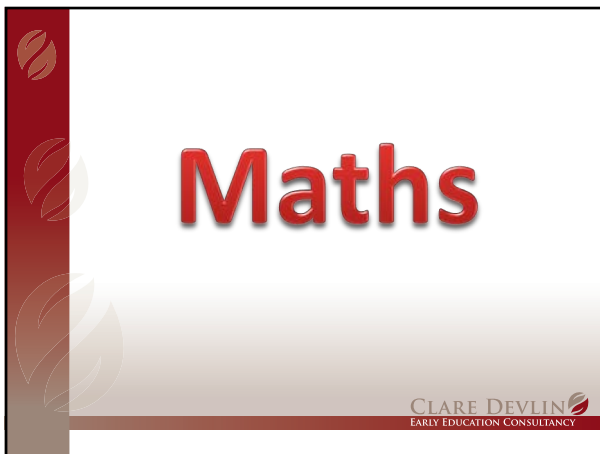
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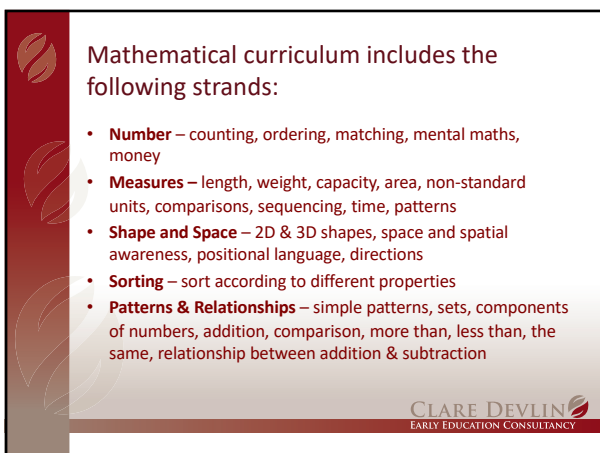
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## Sample Maths Learning Intentions

- Begin to use mathematical language associated with number such as more/less, enough, too much
- Count objects by moving them
- Become more confident in using 2D shape names to describe shapes.
- Continue to develop an understanding of positional language and preposition words such as “in front”, “behind”, “in”, “on”, “under”, “beside”
- Explore and recognise *long things, short things* ... in meaningful contexts
- Explore the concept of *full and empty; heavy and light* ... in meaningful contexts
- Observe and talk about patterns in the natural environment
- Begin to use language associated with sequence and time, e.g. today, yesterday, tomorrow, later, after school etc.
- Match items correctly and begin to explain why they go together

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34

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## An Chéad Teanga Matamaitice

ar	níos mór	céad /deireanach
faoi	níos lú	níos mó / níos lú
mór	siar	roinnt /cúpla
beag	ar aghaidh	roimh/i ndiaidh
meánach	idir	cuid/móran
suas	ramhar/tanaí	is mó/ is lú
síos	leathan/ caol	folamh/lán
os comhair	fada/gearr	callánach/séimh
taobh thiar	in aice le	os cionn/thíos
Cé mhéad?	Cathain?	Cén t-am ?
Cé chomh fada?	Cé chomh minic?	

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35

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<p><b>Size &amp; Quantity</b></p> <ul style="list-style-type: none"> <li>• Explore, compare and name large and small containers of sand, water, mud kitchen, home corner ...</li> <li>• Talk about large and small items, for e.g. balls of dough at playdough table.</li> <li>• Compare size and quantity of classroom objects/resources/equipment, for e.g. size of paper, size and quantity of blocks, small wheeled and large wheeled trucks.</li> <li>• Find and sort clothes, for e.g., that fit dolls, teddies or themselves.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Begin to observe and talk about patterns in the environment, such as stripes, spots, squares.</li> <li>• Explore and experiment with pattern, using a variety of media and body parts.</li> <li>• Begin to use familiar objects and common shapes to copy patterns.</li> <li>• Begin to use musical instruments to become aware of the pattern in sound.</li> </ul>	<p><b>Size &amp; Quantity</b></p> <ul style="list-style-type: none"> <li>• Explore and recognise <i>long things and short things</i> in meaningful contexts.</li> <li>• Explore the concept of <i>full and empty, heavy and light</i> ... in meaningful contexts.</li> <li>• Continue to develop understanding of size and quantity.</li> <li>• Begin to order two or three items by length or height.</li> <li>• Continue to find and sort clothes, for e.g., that fit dolls, teddies or themselves.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Observe and talk about patterns in the natural environment such as rainbows, petals of flowers, butterflies, ladybirds.</li> <li>• Begin to use language associated with describing pattern, e.g. zigzag, spotty, stripy.</li> <li>• Continue to explore and experiment with patterns, using a variety of media and body parts.</li> <li>• Use familiar objects and common shapes to copy and create patterns.</li> <li>• Begin to explore print, using natural materials such as leaves.</li> <li>• Continue to develop understanding of pattern in sound.</li> </ul>	<p><b>Size &amp; Quantity</b></p> <ul style="list-style-type: none"> <li>• Continue to explore and identify <i>long things and short things</i> in meaningful contexts.</li> <li>• Continue to explore and identify <i>full and empty</i> in meaningful contexts.</li> <li>• Explore the concept of heavy and light in meaningful contexts.</li> <li>• Talk about <i>heavy and light</i> items in the classroom.</li> <li>• Talk about large, small and middle-sized items, for e.g. containers of sand and jug at the water.</li> <li>• Compare sizes of equipment, such as large, small, middle-sized wheeled toys, balls etc.</li> <li>• Use of language: more, another.</li> <li>• Find and sort clothes, for e.g., that fit dolls, teddies or themselves.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Observe and talk about patterns in the natural environment such as rainbows, petals of flowers, butterflies, ladybirds.</li> <li>• Use language associated with describing pattern, e.g. zigzag, spotty, stripy.</li> <li>• Recognise and create patterns using a variety of media.</li> <li>• Print with natural and manmade materials.</li> <li>• Explore different textures, for e.g. felt and silk, velvet etc.</li> <li>• Continue to develop understanding of pattern in sound.</li> </ul>
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# Learning Outdoors - Preschool


Monthly Plan (Curriculum Learning Intentions- Adult/Child Led Plan)		Date: September 2020
<p><b>Personal, Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>Separate from main care, with support and encouragement from a familiar adult.</li> <li>Behave positively with the Nursery environment (indoor and outdoor).</li> <li>Begin to tidy equipment with an adult.</li> <li>Introduce bathroom routine.</li> <li>Introduce self-regulation as usual.</li> <li>Introduce self-regulation at snack.</li> <li>Introduce children to coat space and personal item space - use photos.</li> <li>Get to know the people in the Nursery environment.</li> <li>Introduce boundaries for safety.</li> <li>Introduce simple routines.</li> <li>Introduce children to special events/celebrations.</li> <li>Save collect from familiar adults, when needed.</li> <li>Support social communication - reuse me, please, thank you.</li> </ul>	<p><b>Physical Development &amp; Movement</b></p> <ul style="list-style-type: none"> <li>Develop gross motor skills: <b>climb, crawl, run, push/pull</b>.</li> <li>Develop fine motor: <b>grasp, cut, stick</b>.</li> <li>Develop spatial awareness and eye accuracy: <b>throw, catch</b>.</li> <li>Have opportunities to try new food textures and tastes.</li> <li>Begin to pour water and milk into a cup without spilling (with support, if required).</li> <li>Manage self-hygiene routines - hand washing, brushing, nose cleaning etc.</li> <li>Recognise danger/risk and seek support of significant adult.</li> <li>Begin to dress independently - coats, hats, gloves, shoes, etc (with support).</li> </ul>	<p><b>Language Development</b></p> <p>Attention and listening</p> <ul style="list-style-type: none"> <li>Focus attention and listen.</li> <li>Understand a simple instruction.</li> <li>Understand and follow simple instructions.</li> <li>Understand and follow simple instructions related to routines.</li> <li>Listen and attend when someone is speaking (with the aid of visual cues/signs if required).</li> </ul> <p>Talking and listening</p> <ul style="list-style-type: none"> <li>Communicate needs.</li> <li>Engage in conversation with others.</li> <li>Join in with whole class/small group songs and rhymes.</li> </ul> <p><b>Early Reading Skills</b></p> <ul style="list-style-type: none"> <li>Recognise own photograph/name on belongings in school.</li> <li>Show an interest in books.</li> <li>Enjoy being read to.</li> <li>Begin to sit attentively for short story sessions.</li> <li>Create simple stories through role play and small imaginative play.</li> </ul> <p><b>Early Writing Skills</b></p> <ul style="list-style-type: none"> <li>Show an interest in mark making.</li> <li>Express themselves by scribbling, mark making and drawing.</li> <li>Experiment with a wide range of media such as paper, crayons, chalk and paint.</li> </ul>
<p><b>Early Mathematical Development</b></p> <ul style="list-style-type: none"> <li>Listen to and join in with number songs, stories and rhymes.</li> <li>Show interest in shapes in both the indoor and outdoor environments.</li> <li>Show an awareness of similarities of shapes in the environment.</li> <li>Begin to find an appropriate amount of space for an activity, such as drawing, floor puzzles etc.</li> <li>Estimate, compare and name large and small containers of sand, water, mud, kitchen, home corner.</li> <li>Explore the concepts of <b>full and empty, heavy and light in meaningful contexts</b>.</li> <li>Notice and talk about patterns in the environment such as stripes, spots, squares...</li> <li>Begin to follow simple dance routines.</li> <li>Begin to march items.</li> <li>Find, use and return items to correct locations.</li> </ul>	<p><b>The Arts</b></p> <p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>Make marks with a variety of drawing materials - pens, markers, chalk, big brushes &amp; water.</li> <li>Draw on a range of papers, surfaces varying in colour, shape and size.</li> <li>Work on an easel, floor or table top.</li> <li>Explore different consistencies of paints through adding water.</li> <li>Use a range of tools to apply paint to surfaces, and exploring the marks which can be made, for example with brushes, sponges, sponges, combs.</li> <li>Use a range of techniques to shape and change papers and card, such as tearing to create different papers and uses, crumpling, leaving to create texture (begin with newspaper).</li> <li>Use different types of glue such as PVA, glue sticks, pastes etc., to stick down papers.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Listen and join in to singing rhymes and simple songs.</li> <li>See and hear a variety of music performed, either first hand or using videos or CDs.</li> <li>Clap, march and perform actions to the beat of the music.</li> <li>Move to the speed of the music.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Be involved in group role play - dressing up clothes and props will be available to enhance their play.</li> </ul>	<p><b>WAO</b></p> <ul style="list-style-type: none"> <li>Talk about themselves, their families, their pre-school setting.</li> <li>Increase understanding of their physical selves - height, eye colour, hair colour etc.</li> <li>Recognise the role of some people who work within the Nursery.</li> <li>Begin to describe healthy eating habits by eating healthy snack and trying some new healthy foods.</li> <li>Observe, explore, investigate, name and select materials and equipment in a range of situations.</li> <li>Begin to join materials - glue tape.</li> <li>Begin to develop skills such as cutting, sticking, folding, pouring and building to play work with a variety of materials.</li> <li>Show interest in and care for the environment.</li> <li>Care for and respect living things and handle them sensitively.</li> <li>Become familiar with the different types of weather we experience.</li> <li>Identify a variety of familiar sounds - birds singing, wind, rain etc.</li> <li>Explore and investigate visually - use of handmade light box theatre - and miniature animals, emulators, people...</li> </ul>

37

## Planning for Learning

Learning Intention

Explore the concept of **full and empty; heavy and light in meaningful contexts**




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38

WEEKS 1 & 2		
Investigation Area	Inside	Outside
	<p><b>Experience:</b></p>	<p><b>Experience:</b></p> <ul style="list-style-type: none"> <li>Balance using body weight – investigate how the body can balance on planks</li> <li>Add variety of sizes of planks</li> <li>Invite children to set up and experiment with their own versions of life size balance scales using and discussing variations of lengths and widths</li> </ul>
	<p><b>Resources:</b></p>	<p><b>Resources:</b></p> <p>Variety of sizes of planks Different equipment that could act as fulcrums</p>

39

<p><b>Evaluation:</b></p> <p>Chn developed confidence in how they physically approached and engaged with materials. Experimented with different ways to get onto plank. Realised that if they moved their body weight in different directions that they could control the balance of the plank. Chn not easily distracted from this experience.</p> <p>The introduction of additional planks of various sizes resulted in the children talking about long thin planks, long fat planks, heavy planks, light planks. The adult used this opportunity to provide the children with appropriate terminology – long, short, wide, narrow.</p> <p>The children used comparative language appropriately as they made choices about which equipment they wanted to use.</p>	<p><b>Further Action:</b></p> <p>Add natural resources for children to further develop their understanding of measures- containers, plastic bottles, stones, sand, water ...</p>
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WEEKS 3 & 4							
Investigation Area							
	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Inside</th> <th style="width: 50%;">Outside</th> </tr> <tr> <td> <p><b>Experience:</b></p> </td> <td> <p><b>Experience:</b></p> <ul style="list-style-type: none"> <li>• Fill water bottles, place them on balance plank and compare weight, size, volume</li> <li>• Consider same as, heavier than, lighter than, more than, less than ...</li> <li>• Investigate what it takes to make the plank balance</li> </ul> </td> </tr> <tr> <td> <p><b>Resources:</b></p> </td> <td> <p><b>Resources:</b></p> <p>Plank, fulcrum, large container of water, plastic water bottles with lids, jugs Flip chart &amp; markers Camera</p> </td> </tr> </table>	Inside	Outside	<p><b>Experience:</b></p>	<p><b>Experience:</b></p> <ul style="list-style-type: none"> <li>• Fill water bottles, place them on balance plank and compare weight, size, volume</li> <li>• Consider same as, heavier than, lighter than, more than, less than ...</li> <li>• Investigate what it takes to make the plank balance</li> </ul>	<p><b>Resources:</b></p>	<p><b>Resources:</b></p> <p>Plank, fulcrum, large container of water, plastic water bottles with lids, jugs Flip chart &amp; markers Camera</p>
Inside	Outside						
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<p><b>Resources:</b></p>	<p><b>Resources:</b></p> <p>Plank, fulcrum, large container of water, plastic water bottles with lids, jugs Flip chart &amp; markers Camera</p>						
<p><b>Evaluation:</b></p>	<p><b>Further Action:</b></p>						

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41

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**Capacity**  
**Comparing**  
**Size**  
**Counting**  
**Manipulative**  
**Concentration**  
**Precision**  
**Persistence**

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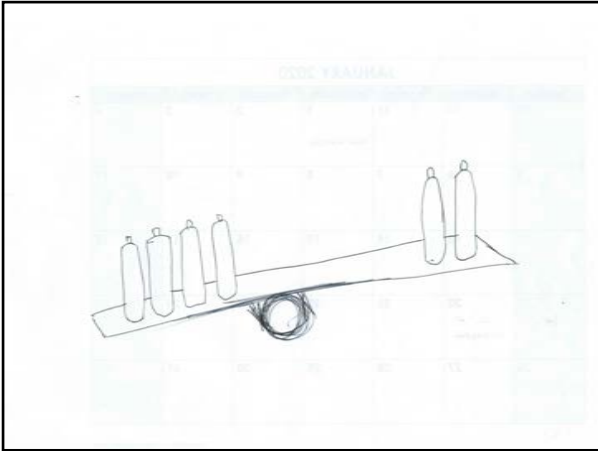
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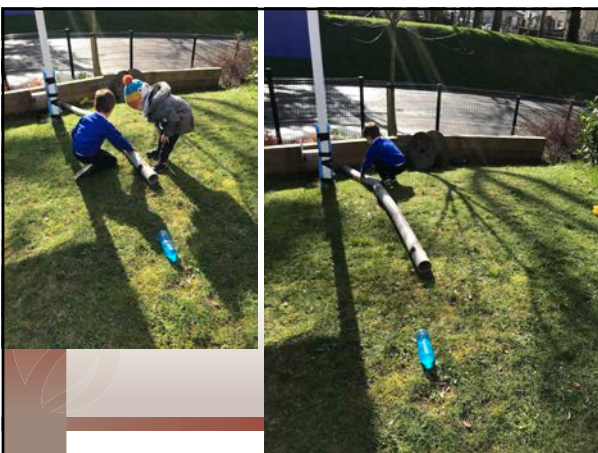
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Measures – length  
and height

Comparative  
language

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### The Mud Kitchen

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Ordering  
Counting  
Position

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52

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Make the Learning Visible

- Think about capturing each area of the curriculum outdoors
- Share with parents and visitors what learning outdoors actually is all about

<https://www.claredevlin.org/blog-page>

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53

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Additional Information

- ECO – Early Childhood Outdoors
- Every Child a Mover – Jan White
- Award in Outdoor Practice – Accreditation OCN L3
- BLOG - <https://www.claredevlin.org/blog-page>

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