



## Reflective scenarios about going outside

It was a gusty day with strong, safe wind (no official weather warnings). Staff had carried out a risk assessment for the garden.

The children made and flew streamers and simple paper kites. Staff encouraged them to observe how the wind moved objects like leaves, scarves, and bubbles and discussed "Which things move faster in the wind?" Children ran, jumped, and tested their creations. Staff supported vocabulary around movement and direction: "sway," "blow," "glide."

### Reflection:

This spontaneous wind-themed session inspired children to ask more questions. The staff planned a follow-up project on the weather.

A chilly morning at  $-3^{\circ}\text{C}$  didn't deter outdoor time. Some children lacked appropriate winter wear, but the nursery had a box of spare coats, hats, and gloves collected from donations.

The children went outdoors to experience the cold through movement, storytelling, and role-play. They became 'Winter Explorers' and discussed how their breath was visible in the cold and experimented with warming their hands. Staff led a story about Arctic animals, prompting imaginative role-play outside using blankets, crates, and snowy props.

### Reflection:

The staff noted high levels of engagement and social interaction. They felt proud that all children could access outdoor learning. They plan to send regular reminders to parents about dressing for winter play.



## **Reflective questions about YOUR environment**

A large, empty speech bubble with a blue outline, intended for reflective writing.A large, empty speech bubble with a blue outline, intended for reflective writing.A large, empty speech bubble with a blue outline, intended for reflective writing.