



## Reflective scenarios about going outside



A steady downpour soaked the garden, creating large puddles and muddy areas. Staff used the spare box to ensure every child had a waterproof suit/coat and wellies.

Children were taken outside to explore puddles, feel the rain, and engage in sensory-rich play. Staff supported children's language by introducing descriptive vocabulary, such as "splatter," "drizzle," and "soaked." The children had a fantastic sensory experience; they jumped in puddles and observed ripples in the water when they swept the puddles with a broom.

### Reflection:

By embracing the rain, staff supported physical development, resilience, and curiosity. They noted the need for more spare waterproofs to ensure all children were fully covered next time.

The garden was coated in frost and ice. Staff saw this as an opportunity for investigation and exploration.

Children were taken out in small, supervised groups with clear boundaries. Staff discussed the slippery surfaces and modelled walking carefully. Children discovered frozen leaves, icy puddles, and frost-covered spider webs. Staff provided magnifying glasses to closely observe the frost. The children were given spoons and nets to scoop up the ice that had formed. Language was enriched through words like "crunchy," "sparkly," and "melting."

### Reflection:

The children were captivated. Staff reflected that outdoor learning in cold weather can offer unique sensory and scientific experiences, and they planned to build on this learning.



## **Reflective questions about YOUR environment**

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