





COMPILED BY J.WALLER. 14

#### SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

ALL IMAGES HAVE BEEN USED IN GOOD FAITH & WITHOUT PERMIS-SION OF THE OWNERS.









SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT: OUTDOOR LEARNING



Ideas to help develop spiritual, moral, social and cultural learning and experiences for all children (including those with severe, profound and multiple learning difficulties)



SMSC Stands for **Spiritual**. **Moral**. **Social** and **Cultural**. All schools in England must show how well their pupils develop spiritually. Morally. Socially and Culturally.



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HTTP://CARROTSAREORANGE.COM/8-EASY-INEXPENSIVE-CREATIVE -LEAF-ACTIVITIES/

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HTTP://TEACHINGTHELITTLEPEOPLE.BLOGSPOT.CA/ HTTP://HOUSEOFOBJECTS.ORG/

## SPECIALISED AREAS...

Remember that this is only a snapshot of the types of resources and activities that could be used outdoors. It is meant only as inspiration.



Specialist areas such as sensory gardens, Forest School, Wildlife habitats etc... Will present a great many unique and diverse activities that are particular to those environments. Get out and explore them!



# Thanks to all these great folks... eferences

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HTTP://LIVINGMONTESSORINOW.COM/2013/03/21/MONTESSORI-INSPIRED-SPRING-THEMES-AND-ACTIVITIES/

HTTP://WWW.REDTEDART.COM/



Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.



Use social skills in different contexts: work well with others; resolve conflicts; understand how communities work.



Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.





Ofsted are very interested in SMSC development. Inspectors want to see a coherent approach. They will look at the whole school, including curriculum subjects, school life and other activities.

#### IT IS NOT JUST ABOUT RE OR PSHE OR MFL...

It is about the range of opportunities created by the school for pupils to take part in .

School should aim to provide a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of pupils' SMSC development.

Schools should aim to ensure there is a widespread & cross - curricular approach to the promotion of SMSC.





#### VEGETABLES FOR A PLOT GARDEN BROAD BRUSSEL BROCCOLI BEETROOT BEANS\* BEANS\* FRENCH BEANS\* COURGETTES\* CUCUMBERS\* KALE CABBAGES CARROTS LEEK ERPETUAL TOUT LETTUCE ONIONS PARSNIPS POTATOES\* RADISH SPINACH SPRING SWISS ONION SQUASH\* SWEETCORN\* CHARD TOMATOES\* TURNIPS

#### VEGETABLES FOR A PATIO GARDEN



# outdoor learning



Outdoor Learning provides opportunities for spiritual development: Outdoor Learning can be powerful, exciting, inspirational, developmental and rewarding in many ways. The power of Outdoor Learning makes it valuable in overcoming problems, working together and creating a sense of awe and wonder.

#### Outdoor Learning provides opportunities for moral development:

Environmental issues are of increasing importance in our world, yet many people live an urban life which does not allow them to experience the relationship between their actions and the natural world (essentially elements which support life on earth).

#### Outdoor Learning provides opportunities for social development:

Develop their sense of identity and belonging. Activities engaged with in an outdoor environment often help to develop communication, co-operation, compassion and emphasise the importance of certain rules and boundaries.

#### Outdoor Learning provides opportunities for cultural development:

Outdoor Learning allows participants to develop values and opinions that are informed by first hand experience of the natural world. This helps them to appreciate the natural world and have an experience of flora and fauna which they might not usually encounter.





The Institute for outdoor learning states that

"Outdoor Learning is a broad term that includes outdoor play in the early years, school grounds projects, environmental education, recreational and adventure activities, personal and social development programmes, expeditions, team building, leadership training, management development, education for sustainability, adventure therapy ... and more. Outdoor Learning does not have a clearly defined boundary but it does have a common core."

'The benefits of outdoor play are really very basic,..' says Harry Harbottle, a consultant in play and risk management, who was formerly appointed by the EU as a child safety expert to the European Standards Organisation.





"...If children aren't allowed to engage with the elements - mud, water, air, even fire how can they begin to understand the world that they live in?"



Check out 'RED TED'S blog for all manner of ideas but particularly the link below for things to do with sticks that children have collected!

http://www.redtedart.com/2013/02/07/stick-craft-ideas/







#### Key for overleaf:





Water ramp with different surfaces - an extension on the water table and water ramp.

# Check out how to make an ICE VOLCANO here:

www.readingconfetti.co m/2013/08/icevolcanoes.html







The reported benefits to children of taking part in learning outdoors are numerous! Not only are children often reported as being more comfortable in an outdoor environment, but generally children are presented with more spontaneous challenges, when learning outdoors. This contributes to their holistic development.

#### A Transitional Environment!

Colours outside change, the temperature changes, the backdrop, climate and touch of the outdoors change all the time– Outdoors creates a more sensory experience and offers more diverse challenge for children.

'Taking learning outdoors also provides children with more freedom to explore. Indoors they can take part in activities that are stimulating and interesting, however, outside children are exposed to more opportunities to explore and ask questions about the natural environment.' (North Lanarkshire Childcare Partnership)

The benefits of outdoor learning have also extended to practitioners, some of whom have reported feeling healthier and less stressed.





Play is central to how children learn, both in terms of cognitive skills and early social skill development.

'Outdoor play in particular can also be a major contributor to outcomes around physical activity and healthy weight. Developing play spaces and play opportunities for children and removing barriers to play is therefore a priority.' - Early Years Framework, p11

# A LITTLE PLAY "

**Children discover and learn** about their world when they play. Play develops imagination and creativity and gives children practice in the social skills they need in the wider world. Children do not play for reward or because someone told to- They play because it is fun! By playing with one another, children learn social rules such as waiting, taking turns, cooperation and sharing things. Children usually go through stages of play as they grow. Children with SLD and PMLD will be unlikely to go through the stages of play at the ages defined by Child Development theories but they will still potentially go through them. It is therefore important to create opportunities for children with SLD and PMLD to experience each of the stages.





### , physical education, design { technology...



## Other Activities...



create your own 'wormery', study the worms and use the compost made by the worms to grow plants, flowers and vegetables.



# DEVELOPING & GROWING

### science, art { design, geography, history



#### HOW TO MAKE MAGNETIC SLIME:

**Step 1:** Pour 1/4 cup of liquid starch into a bowl. Add 2 Tablespoons of iron powder and stir until well mixed.

**Step 2:** Add 1/4 cup white school glue and mix. It will look like a huge mess that isn't going to turn into anything, but keep stirring!

**Step 3:** Take the slime out of the bowl and mix with your hands. Squish and squish until it's well mixed.

**Step 4:** Pat the slime dry with a paper towel to get rid of any excess liquid.

Once the slime is "dry," it's ready to play with!

#### You will need: Liquid starch PVA glue Iron Oxide powder A bowl A neodymium magnet



LANGUAGE DEVELOPMENT: OUTDOOR PLAY ACTIVITIES ARE VERY POWERFUL TOOLS FOR DEVELOPING A CHILD'S LANGUAGE OR COMMUNICATION. THIS WILL BE INTEGRAL TO SOCIAL RELA-TIONSHIPS AND COMMUNICATION WILL BE REQUIRED TO DEVELOP AND SUPPORT THESE.

EMOTIONAL DEVELOPMENT ALL TYPES OF PLAY ARE USEFUL AS A MEANS FOR A CHILD TO EXPRESS THEIR FEELINGS, BOTH NEGATIVE AND POSITIVE... OUT-DOORS CHILDREN CAN BE TAUGHT TO CARE FOR LIVING THINGS AND BUILD CONFIDENCE IN A LESS STRUCTURED AND NATURAL ENVI-RONMENT.



PHYSICAL DEVELOPMENT MANY OUTDOOR ACTIVITIES CAN DI-RECTLY OR INDIRECTLY DEVELOP GROSS AND FINE MOTOR SKILLS. PHYSICAL ACTIVITIES WILL ALSO DEVELOP CONFI-DENCE IN A SPECIFIC ENVIRONMENT (E.G. FOREST SCHOOL OR WILDLIFE AR-EA).

SOCIAL DEVELOPMENT OUTDOOR LEARNING WILL HELP A CHILD TO DEVELOP SOCIAL SKILLS SUCH AS TAKING TURNS AND SHARING AND THEY WILL BE-COME AWARE OF THE EMOTIONS OF OTHERS AND START TO SLOWLY BE ABLE TO TAKE THOSE EMOTIONS INTO ACCOUNT.

#### COGNITIVE DEVELOPMENT THROUGH ANY TYPE OF PLAY OR ACTIVITY, A CHILD HAS OPPORTUNI-TIES TO DEVELOP IDEAS. THROUGH OUTDOOR LEARNING THEY ARE ABLE TO INVESTIGATE UNUSUAL MATERI-ALS. ATTEMPTING MORE UNUSUAL

ALS, ATTEMPTING HORE UNUSUAL ACTIVITIES AND USE RESOURCES IN DIFFERENT WAYS.





While mirroring indoor provision outdoors is, in itself, important (see opposite page) we also want to try and provide opportunities for children to experience activities and/or develop skills that are not necessarily available indoors. If you take your Lego out onto a mat on a sunny day, that is playing with indoor resources outside. It is still a very good way to extend the learning environment but just not 'Outdoor learning' in the sense of providing unique 'outdoor learning' opportunities.

Equally... If you have a water tray outdoors that is filled with the same equipment that you would have indoors then that is simply indoor water play taken outside.

The same rule applies to all areas of provision.

IN LOTS OF OUTDOOR PLAY EXPERIENCES THERE WILL BE ELEMENTS OF INDOOR RESOURCING. THESE CAN ACT AS A SORT OF 'BRIDGE' THAT ALLOW CHILDREN TO INITIALLY ACCESS FAMILIAR EQUIPMENT THAT WILL LEAD THEM INTO OTHER TYPES OF SKILL DEVELOPMENT.



Ideally we should think of indoor and outdoor spaces together and as one big learning space. Some children prefer to learn outdoors and the outdoor environment can offer so many unique opportunities that indoors cannot. Ultimately though the learning must be relevant to the child.





Outdoors provides endless opportunities for using and applying math's skills as well as number, geometry and measurement. Here are only a few ideas...

Think of pre-number & early critical thinking skills too... Contingency responding, contingency awareness, initiation, exploring objects, responding to options, co-active exploration, responding to surroundings etc...



Alphabet Walk &

Scavenger Hunt



Fine Motor

Skills

Use collected items attached to a journey stick to retell peers what you have done that morning!

# et's Golearn

A USEFUL Starting point for most teachers will be to directly mirror indoor provision in an outdoor area. This will help introduce children +0 +he outside environment as a continuation of their classroom.

A simple way to start developing curiosity about the outdoor environment, and nature in particular, is to begin combining indoor and outdoor resources...



... or even bring the outdoors in!





From here it is possible to start considering how outdoor areas can truly complement the indoor spaces and provide opportunities for learning on

a broader scale. Can linked activities provide opportunities for development and new skills in other areas relevant to the child?

It is a chance to further develop activities that cannot necessarily be undertaken indoors to consolidate or expand learning for the child.

As previously discussed, the majority of outdoor activities are not only engaging as they involve Kinaesthetic, Visual and Auditory learning but they are also easily differentiated and extremely cross curricular.

Consider the range of experiences or skills that could be presented or taught just through the 'tennis ball painting ' or 'water skittles' activities below...

...Number, communication, physical development, vocabulary, language, following instructions (programming), physical processes, attention, interacting and working with others, materials and their properties, shape, colour, grip etc... not to mention things like proprioceptive and vestibular development.



Due to the cross-curricular nature of many outdoor learning experiences the ideas for activities, experiences, resources and areas that follow are not necessarily listed by any particular subject area but more generally by the type of experience they provide or resource they may be. Some will very definitely belong to one 'type' of learning or experience. Others will be multi faceted.

### Some will be more suited to a particular season or type of weather.

Where learning is not explicit it will be highlighted but the list is not exhaustive and most activities will have value across the entire curriculum.

### SEASONAL ACTIVITIES: AUTUMN



Leaves are so versatile- matching, patterns, collecting, scrunching, folding, printing, throwing, identifying etc...





Pumpkin Pounding with golf tees and rubber mallets.

Great for working hand eye coordination.

Colours are so diverse and constantly changing in Autumn. This brings a range of potential additional elements to

Sorting, tallying, matching, mixing,

# Yellow aronge green red



BRINGING COLLECTIONS INDOORS FOR DISPLAY OR FOR MAKING OUTDOOR DISPLAYSI

#### Using natural

materials found outside to create mandalas is a lovely way to work collaboratively, build numeracy and patterning skills, and create a stunning piece of eco-artwork.



## Seasonal Activities: Symmer

Sticky Sand acts like wet sand (mouldable) but is not actually wet 5 cups of play sand 3 cups of all purpose flour 1 cup of vegetable oil

#### BANNOCK BREAD:

PLACE FLOUR, SALT, AND BAKING POWDER INTO A LARGE BOWL. STIR TO MIX. POUR MELTED BUTTER AND WATER OVER FLOUR MIXTURE. STIR WITH FORK TO MAKE A BALL. TURN DOUGH OUT ON A LIGHTLY FLOURED SURFACE, AND KNEAD GENTLY ABOUT 10 TIMES. PAT INTO A FLAT CIRCLE 3/4 TO INCH THICK. WRAP AROUND A STICK. **COOK OVER THE FIRE!** 

D NATURE COLOUR HUNT

Sundials For telling time







A RIVER OR WILD HABITAT SET UP IN AN OUTDOOR WATER TRAY BRINGS THE OUTDOORS AND NATURE CLOSER TO THE CLASSROOM.

### Right Outside Your Window... A GOOD PLACE TO START IS IMMEDIATELY OUT-SIDE OF YOUR EXISTING INDOOR SPACE... ... EXTEND INDOOR ACTIVITIES OUT





Simple

activities that indoor space

would be unsuit-

able for can be

taken outside

Explore patterns in nature. Fine motor, mark making... Use natural materials to present ordinary indoor activities differently.





A mud kitchen is a relatively simple resource to set-up outside a

classroom or within school grounds. Not only is a

kitchen a lovely familiar link to children's own 'home' setting. This sort of familiar, secure play offers up lots of opportunities for cooperative play and interaction as well as a million other things ...





Mud kitchens don't need to be fancy or cost much to set up. A few collected kitchen items, some planks and breeze blocks make a fine Mud Kitchen



#### SKILLS & ACTIVITIES

Sorting, classifying, cooking, transforming, enquiring, creating, repeating, testing, labelling, decorating

Filling, pouring, emptying, transferring, mixing, stirring, whisking, frothing, scooping, ladling, handling, moulding,

patting, mark making, throwing, sharing, foraging, selecting, collecting, mashing, measuring, adding, brewing, subtracting, separating, balancing.

Subject Coverage Maths, Science, History, Technology, Computing (algorithms), PSHE, Physical Development, Knowledge and Understanding of the World, Speaking & Listening... And so on...





Make bird feed by mixing one part lard with two parts bird seed. You can also add in raisins,





Grass in a Sensory

Tub - as part of

science



Popcorn makes a great birdfeeder

Seeds

Flower

Stem -

Ledves-

Roots >



More Spring Science

Go looking for frog spawn. Watch over weeks as the frogs grow!



\*Don't forget! Its Easter too!

# Seasonal Activities: Winter







ICE arl- Freeze items inside ice. Discuss cold/ Warm, melting, heating/ cooling, water, solid, liquid, gasses, slipperyness, wetness., lick, taste, touch it. Discuss ice- what its used for, where it comes from, animals \$ hibernation, count the frozen items, weigh them, slide them curl them, play skittles. The possibilities are endless...



#### MAKE YOUR OWN SNOW PAINT:

Use 8 drops of food colouring each for red, blue, yellow, and green. For orange use 7 drops yellow and 1 drop red. For purple use 5 drops red and 2 drops blue,.





Step 1: To make "Shivery Snow" first make a Cloud Dough (8 cups of plain flour to 1 cup of oil)- use the vegetable

Step 2: Once you've made the basic Cloud Dough, add cinnamon for a Christmas Scent and silver glitter Step 3: Put "snow" in the freezer for a couple of hours to make it Shivery! Mud kitchens that are close to fences or walls are easy to hang utensils and apparatus around.

Making connections through discovering and investigating cause and ef-



fect is the stuff of brain development and scientific process.

A higher level of experience for the exolorer is that *they* are the one making things happen – giving feelings of control and power which helps to build self esteem and well-being.

Creative expression and invention mud can become anything! Problem solving opportunities e.g. how to make soup thin or thick, how to make mud meatballs stick together

Collaboration e.g. let's cook dinner, let's have a restaurant, let's feed the babyyou be the baby Building stronger immune systems research indi-



cates that some exposure to dirt helps build resistance to bad bac-

teria











similar to a mud kitchen. Water play and learning areas can take any number of forms from a SIMPLE BUCKET TO LARGE BLAPORATE STRUCTURES WITH complicated plumbing.







Also like with a mud kitchen the possibility for skill development, experiences, activities and subject



coverage across the curriculum are virtually endless.

For example: a river habitat could guite easily be used for something as simple as floating and sinking, counting, colours, identifying objects and animals through to imaginative play, story telling, story starters through to learning about eco systems, sorting and classifying.



Use whatever activity, tool or medium engages

the child.







Create as many mark making and writing opportunities in as many environments as possible







More able children can have fun writing about their adventures in the woods, the Forest school or wildlife area etc... They can leave letters for imaginary characters or respond to let-



ters from characters and individuals that have been left by teachers before hand.

Classes can communicate with each other via blackboard walls or leaving messages in trees.



Outdoors offers opportunities for creative mark making that are simply not possible indoors (due to the scale and the subsequent mess). Similar to the musical activities many of the activities on a greater scale would be too distracting indoors and would therefore inhibit learning being undertaken by other children. Water wall type set ups have a multitude of benefits- fine motor skills are honed with the pouring of water and scooping it up again and there is all kinds of skill application and problem solving happening ("What will happen if I move this a little? What about this way...?") Activities at these set ups could eas-

ily range right through the P-Scales and into the early National Curriculum levels across any number of subjects but in particular Maths and Science.







Childsplay Music suggest that music is simply 'sound organised in time.' Therefore, any sound can be music, and even with no expertise a practitioner can explore:



Rhythm Games can be used, such as call and response percussion, to develop a number of skills including listening, memory, repetition, concentration, comprehension, gross motor skills and imaginative movement.

#### SINGING:

Music doesn't need to be all about instruments. Singing can be a massively crosscurricular tool. Percussive phoneme rhythms can be very powerful in developing language and understanding letter sounds. Rhyming can be a huge barrier for many children with Complex Speech and Language Needs. Tribal chants are brilliant for getting children involved in call and response, turn taking and vocalisation.

# That's right... Another type of 'wall'! This time for music making!



Combine music with water!









#### Check out how to make DIY Instruments here

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