

	Little Owls	Eagle Owls	Reception Owls
Communication & Language	The Exploratory Phase Pointing to and naming common outdoor elements (e.g., "tree", "bird", "leaf"). Using onomatopoeia and simple sounds (e.g., "splash", "woosh", "buzz"). Following simple multi-modal instructions (e.g., "Simon Says: jump into the puddle!"). Expressing basic needs and feelings (e.g., "cold", "wet", "hot") during outdoor play.	The Collaborative Phase Using descriptive language based on sensory experiences (e.g., "rough bark", "cold mud", "shiny beetle"). Asking "how", "what", and "why" questions about nature and the changing seasons. Engaging in pretend play outdoors, using props like sticks and leaves to create stories with peers. Understanding two-part instructions (e.g., "Find a long stick and put it on the blue table").	The Narrative & Reasoning Phase Recounting past events and predicting future ones (e.g., "Yesterday we saw a frog, maybe today it will rain"). Negotiating roles and rules during outdoor physical games or den-building (e.g., "I am the guard, you are the dragon, we must stay in the forest"). Using conjunctions and specific vocabulary to explain how things work (e.g., "The ice melted because the sun is hot"). Retelling familiar stories using natural props or acting out roles during nature walks
Personal, Social & Emotional Development	Parallel & Sensory Exploration	Cooperative & Imaginative Play	Collaborative & Empathic Skills

	Personal Skills: Exploring boundaries, developing independence, and expressing basic preferences (e.g., choosing to play in sand or mud). Social Skills: Engaging in parallel play alongside peers. Learning basic sharing skills, like taking turns with spades or buckets. Emotional Skills: Regulating feelings of frustration with sensory support (e.g., feeling grass or water).	Personal Skills: Taking on small responsibilities (e.g., carrying light equipment, helping to tidy nature items). Social Skills: Initiating conversations, cooperating in simple imaginative games, and beginning to negotiate or share spaces. Emotional Skills: Building resilience through safe, physical risk-taking like climbing small logs or balancing on uneven surfaces.	Personal Skills: Demonstrating high independence in managing outdoor clothing and assessing basic risks in the environment. Social Skills: Collaborating on larger group projects (e.g., building a den, digging a large trench), taking on specific roles, and managing conflict through communication. Emotional Skills: Showing respect and care for nature/living things. Learning patience, empathy, and emotional self-regulation when navigating challenges.
Physical Development	Exploration and Stability Gross Motor Skills: - Walks confidently on grass, mud, and slopes. - Runs but struggles to stop or turn quickly. - Squats to look at bugs and stands up without falling. - Climbs up low steps or log piles using both feet on each step.	Coordination and Locomotion Gross Motor Skills - Runs smoothly and avoids obstacles easily. - Jumps off a low ledge or log landing with both feet. - Balances on one foot for a few seconds. - Pedals a tricycle or pushes a balance bike.	Agility and Strength Gross Motor Skills - Hops, skips, and gallops across open fields. - Climbs trees or ladders with alternating feet. - Balances confidently while walking along a fallen log. - Catches a bounced ball using two hands.

	- Kicks a large ball softly. Fine Motor Skills - Picks up stones, sticks, and leaves using a pincer grasp. - Fills and empties buckets with sand, soil, or water. - Makes marks in mud using big sticks.	- Throws a ball underhand toward a target. Fine Motor Skills - Uses one-handed tools like trowels to dig firmly. - Threads large leaves onto a stick. - Pours water from a jug into small mud-kitchen cups.	Fine Motor Skills - Peels bark off sticks using safe, small tools or fingernails. - Ties simple knots or wraps yarn around twigs. - Uses child-safe saws or hammers with adult supervision.
Literacy	The Exploratory Stage Speaking & Listening: Participating in "listening walks" to identify natural sounds (e.g., wind, bird calls). Naming found objects (leaves, sticks, rocks) to build vocabulary. Pre-Reading: Turning pages of sturdy board books on a picnic blanket. Pointing to and naming familiar real-world items (bugs, trees, dogs). Mark-Making: Using gross motor movements to make sweeping marks. Dragging sticks in mud, using fingers in sand, or painting with water on fences/pavement.	The Connective Stage Speaking & Listening: Reciting familiar refrains from repetitive stories during "story tree" sessions. Using descriptive words (e.g., <i>rough, smooth, damp, crunchy</i>) gathered from sensory exploration. Reading: Identifying letter shapes in nature (e.g., recognizing a fallen branch that looks like a "Y"). Matching natural materials to corresponding letter cards in a nature scavenger hunt. Writing: Forming letters and marks with control. Drawing	The Application & Narrative Stage Speaking & Listening: Storytelling in natural "loose parts" areas, creating narratives with a beginning, middle, and end using sticks, pinecones, and pebbles as props. Reading: "Puddle jumping" over sight words (words written in chalk on the playground). Blending sounds to read short CVC words (e.g., d-o-g, m-u-d) formed with sticks or pebbles. Writing: Keeping an "outdoor nature journal," using emergent writing to draw pictures, label

		shapes in gravel, tracing letters using chalk, or copying their own name in the mud.	items, and dictate sentences to practitioners. Forming recognizable words using natural manipulatives or outdoor whiteboards.
Mathematics	Sensory Exploration & Basic Comparison Number & Counting: Learning the sequence of number words through outdoor action songs and rhymes. Beginning to understand "one" and "two" by picking up objects (e.g., "Take two pinecones"). Subitising: Developing an implicit sense of small quantities. Instantly recognizing a group of 1 or 2 items (like two mud pies) without counting them out individual-by-individual. Measure: Using big containers at the water table or sandpit to explore structural volume. Verbally identifying contrasting attributes like <i>empty/full, big/small, or heavy/light</i>.	Patterning, Sorting & One-to-One Correspondence Number & Counting: Developing solid one-to-one correspondence by placing one item into each slot of an egg carton or grid. Counting up to 5 or 10 objects accurately during nature walks. Subitising: Instantly identifying small groups of up to 3 items without pointing and counting. Measure: Sorting a collection of sticks, leaves, or stones by size from <i>largest to smallest</i> or <i>longest to shortest</i>. Shape & Spatial Awareness: Finding common geometric structures embedded in nature (e.g., circles in log slices).	Early Operations, Numerical Relationships & Shape Properties Number & Counting: Interacting with giant chalk-drawn or rope-and-peg number lines on the ground. Confidently counting past 20 and tracking scores during physical throwing target games. Subitising: Subitising random arrangements of up to 5 items instantly (e.g., recognizing 5 scattered dandelion heads). Early Operations: Exploring addition, subtraction, and tracking "one more/one less" by physically moving along a life-sized track or hopping forward and backward. Sharing collected

	Shape & Spatial Awareness: Fitting natural objects into matching spaces (e.g., hollows in tree trunks). Stacking flat rocks or logs to build basic towers.	Arranging natural materials like twigs to build basic shapes (triangles or squares) on the ground. Patterns: Copying, extending, and creating simple alternating linear patterns (e.g., <i>leaf, stone, leaf, stone</i>) using forest debris or mud kitchen ingredients.	items fairly among a group of friends. Measure: Measuring lengths, perimeters, or distances using non-standard units like footsteps, hand spans, or a uniform stick. Comparing weights using outdoor balance scales. Shape & Spatial Awareness: Describing 2D and 3D shapes by their specific properties (sides, corners, faces) during outdoor shape scavenger hunts. Navigating complex obstacle courses using precise positional language like <i>under, over, through, next to</i>.
Understanding the World	Sensory Exploration: Exploring how different materials feel, noticing sounds in the environment, and recognizing basic shapes/colours in nature. Noticing Change: Recognizing daily weather changes (e.g., feeling rain, seeing the sun) and familiar people or routines.	Natural World: Exploring seasonal changes. Talking about how animals grow and change, and learning how to care for living things (e.g., watering plants, gentle handling of small creatures). Environment: Sorting natural items (leaves, pebbles) and	Complex Observations: Knowing what plants need to grow (water, light, warmth) and understanding the life cycles of plants and animals (e.g., frogs). [Environments and States: Explaining how materials change (e.g., ice melting in the sun). Comparing the local natural

	Living Things: Showing simple curiosity about insects, plants, and natural objects.	beginning to understand how to care for the local environment (e.g., discussing litter). People and Communities: Talking about familiar people, the jobs they do, and their own family experiences.	world with contrasting environments (e.g., deserts, forests). Community and Past: Recognizing that some places are special to members of their community and using photographs or books to discuss past events and family traditions.
Expressive Arts & Design	Exploration and Physical Play Creating with Materials: Children focus on whole-body movements. They explore the outdoor space by stomping in mud, dragging sticks, and sweeping large brushes with water on fences. They show fascination with sensory textures like wet grass, pinecones, and mud. Being Imaginative: Toddlers engage in simple pretend play outdoors (e.g., pretending a leaf is a plate or a stick is a spoon). They respond physically and emotionally to outdoor sounds like bird songs, wind in the trees, and rain on shelters.	Developing Skills and Transient Art Creating with Materials: Focus moves to hands-on, process-driven art. Children arrange natural loose parts like leaves, pebbles, and twigs into temporary shapes or "transient art" mandalas. They learn to use basic tools such as child-safe scissors to snip thin blades of grass and use mud-paint with larger, chunky brushes. Being Imaginative: Children begin building basic scenes, such as setting up a "home" with mud pies and tree branches. They	Purposeful Design and Storytelling Creating with Materials: Children purposefully select specific natural materials based on color, shape, and texture to construct detailed sculptures or collages (e.g., using clay and sturdy twigs to build miniature models). They are able to plan their designs before building and can mix materials, such as combining mud with water to achieve a specific paint consistency. Being Imaginative: Imagination extends into collaborative

	Skill Goal: Developing gross motor control, sensory awareness, and cause-and-effect understanding of how their actions change the environment.	imitate and create their own actions in response to outdoor songs and rhythm games. Skill Goal: Developing fine motor control, hand-eye coordination, and realizing they can manipulate materials to represent their ideas.	storytelling. Children create elaborate outdoor role-play areas, often building settings for familiar tales or their own stories using bamboo frames and draped fabrics. Skill Goal: Planning, complex tool manipulation, and confidently expressing feelings and narratives through both construction and movement.
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