



Outdoor Classrooms Ltd



Fred and the Adventure Door



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Outdoor Classrooms Ltd



AIMS:

- ◆ To offer every child the opportunity to reach their own personal potential.
- ◆ To support all children's health and development through environmental improvements. Healthy learners are better learners.
- ◆ To make primary education provision 'SEND-friendly'.

Objectives:

1. To promote the use of natural resources instead of those made from artificial, synthetic or chemically-treated materials.
2. To promote healthy garden practices to complement individual SEND children's ability to thrive.
3. To empower SENCO practitioners with valuable information (see pg 14 to 26), supporting them to :-
 - ◆ Reduce environmental toxins in educational gardens, i.e., weedkiller and treated chemically timbers.
 - ◆ Reduce exposure to man-made chemicals and heavy metals, like those in plastic grass, rubber crumb fall surfaces and treated timber. Doing this all to provides a healthier educational environment.
 - ◆ Aid healing, growth and repair for optimal development by reducing the work our bodies need to do to clear extra unwanted an unnecessary chemical toxins.
 - ◆ Allow nature and life to flourish in a healthy environment for us all to share.
4. To provide the information and resources needed to demonstrate best practice i to the wider community.
5. Provide well thought-out educational resources made from natural, sustainable UK wood and tested to high CE/CA Toy Standards.

Fred and the Adventure Door Pack Contains:

1 x Fred character

1 x Adventure Door

Booklet





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Language Learning

Hi, let me introduce Fred. He's an amiable fellow who likes playing outside and having adventures! Fred is his name but Fred can anyone and have any name of your choice. Fred is a 'solid wooden character', available to support the storytelling, retelling and enactment of popular, traditional tales. Fred also encourages the children to explore a broad range of emotional aspects, like empathy. An 'Imagination Door' is also included to encourage the children to construct their own narratives.

'Fred' can be used alongside other resources to support the children in their of recall familiar stories like; 'Where's My Teddy?', 'We're Going On A Bear Hunt', 'Goldilocks And The Three Bears'. Retelling the story enables the children to better remember the narrative, with each pertinent section located in its correct sequence of 'beginning', 'middle' and 'end'. The children can compose stories for Fred - sending him on his very own adventures!

The 'Imagination Door' is an amazing way to turn speech practice into play. It's presence supports children to use their imagination and express language skills in fun, meaningful ways. They can create new worlds, using their own original ideas. Through this type of open-ended play, children aren't just having fun – they're strengthening their speech, language, creativity, and social skills all at once. A simple little door is a big spark for children's play and learning! Allowing them the freedom to begin imagining the magical places it could lead to – a fairy garden, a castle, or even a dinosaur world! This kind of play enable the children to build stories, try out new words, and have conversations with friends as they decide "what's on the other side of the door". It's also brilliant to grow their confidence, by making it easier for them to express themselves.



- Become part of imaginative play, with children creating their own adventures.
- Be used independently to invent new stories or the act out familiar ones.

Adult Role: Supporting Oracy with Fred

Adults play an important role in modelling language and supporting meaningful talk when using Fred and the Adventure Door. Through thoughtful questioning and shared storytelling, adults can help children develop confidence, vocabulary and narrative skills. (See below for guidance).

Model Rich Language

Use *clear, descriptive language* when introducing Fred's adventures. Expand on children's ideas by adding new vocabulary and modelling full sentences. This helps children hear new words used, in meaningful contexts.

For example:

"Fred found a *tiny, shiny* shell on the *sandy* beach."

"You said Fred went to the forest. I wonder if it was a *dark, leafy* forest?"

Ask Open-Ended Questions

Encourage children to share ideas and extend their thinking by asking questions that have more than one possible answer. Think about using the prompts '*who, where, why, what, when and how*'. These types of questions encourage longer responses and deeper thinking.

For example:

"*Where* do you think Fred has been?"

"*What* might Fred do next?"

"*Why* do you think Fred chose that place?"

"*How* could we help Fred solve this problem?"

Encourage Turn-Taking and Listening

Support children to listen to others and take turns sharing their ideas. Model how best to respond to what others have said, e.g.... See over the page. This helps children develop confidence in group discussions.



2. Where Has Fred Been?

Fred leaves a picture, map or footprint showing where he may have travelled. Children work together to imagine and share ideas about his adventure.

Focus: Imaginative storytelling

Oracy focus: Imaginative talk, sharing ideas, building narratives.

Adult prompts:

"What might Fred have seen there?"

"Who could Fred have met?"

"What do you think happened on his journey?"

3. Help Fred Solve a Problem

Fred asks for help with a simple problem, i.e. crossing a river, finding food, or getting home before dark. Children suggest solutions and explain their thinking.

Focus: Explaining ideas and reasoning

Oracy focus: Explaining ideas, reasoning, problem-solving language.

Adult prompts:

"How could we help Fred?"

"Why do you think that would work?"

"Is there another way Fred could solve this?"

4. Re-tell Fred's Adventure

Children re-tell Fred's adventure from earlier in the week - using props, drawings or small world resources.

Focus: Sequencing and narrative skills

Oracy Focus: Sequencing, re-telling, using story language.

Adult prompts:

"What happened first?" (Beginning)

"What happened next?" (Middle)

"How did the adventure end?" (End)

Following are other examples of how Fred and the Adventure Door could be used in group/whole class sessions and provision time - both in and outdoors.



For example, if the children want 'Fred' to climb a tree, ask, "**Why** is Fred climbing the tree?"; "**How** did Fred climb up there?"; "**What** does Fred see from the tree?"; "**Where** does Fred go next?" and so on.

Story Sequencing Counters, available from Outdoor Classrooms Ltd, can be used as visual prompts to create or retell the story.

4. Story Creation -

Activity: Use Fred and the imagination door together to make new adventures.

Focus: *Creativity, flexible thinking, narrative building*

Extension: Children can *perform* their new story – create a puppet show area!



5. Holiday Adventures -

Activity: Take 'Fred' with you when visiting a place of interest - like the beach or the countryside. **Take photos of 'Fred' in the settings.** On your return, show the children the photos. Use the photos to ignite the children's imagination so they will recount their own version of what 'Fred' did on his holiday adventure.

Focus: *Creativity, flexible thinking, narrative building*

Extension: Children draw or write down the story of Fred's adventures.

6. What Goes in the Bag? -

Activity: Bring a chosen object into the classroom and encourage the children to ask questions about it, using the '**who**', '**what**', '**when**', '**where**', '**why**' and '**how**' format. If it's a bag, for example, "**What** is 'Fred' going to put inside his bag?"

Focus: *Creativity, flexible thinking, narrative building*

Extension: Provide a bag for the children to gather a range of items to be used as prompts for Fred's (or they own) imaginative adventures.

7. 'Hot Seating' the Characters -

Activity: A child takes on the role of Fred. The other children ask them questions, i.e., '*What* are you doing?'. '*Where* are you going?' ... If the children wish, they could base their questions on familiar stories, e.g. 'Goldilocks and the Three Bears'

Focus: *Speaking in role, asking/answering questions*

Extension ideas: Try 'interviewing' alternative characters, i.e., 'Goldilocks' from 'The Three Bears' or the *Wolf* from 'The Three Little Pigs'.



13. How Are They Feeling?:

Activity: Read familiar stories and ask how ‘Fred’ might be feeling in any given situation. Alternatively, hand Fred around and ask how Fred might be feeling today and why. Be mindful of any child protection (safeguarding) issues which may become apparent and make use of the relevant procedures for such situations.

Focus: *Emotional literacy, empathy, expressive vocabulary*

Extension ideas: 1. Children to tell you about the narrative of their play and how the characters are feeling. Children to play together in groups. (Be alert for possible safeguarding/child protection issues).

2. Link to children’s own experiences, i.e., ‘When have you felt left out/scared?’

Adventure Door Activity Suggestions:-

1. Discovery -

Activity: Place the ‘*imagination door*’ in an appropriate place outside. Make this into a fun exploration activity - where the children need to **find** the door.

Focus: *Vocabulary building, imagination, descriptive language*

Extension ideas: Ask the children to tell you about what’s behind the door.

2. Small World Imagination Play -

Activity: Place the ‘*imagination door*’ and ‘Fred’ so the children can use them as part of their small world play.

Focus: *Vocabulary building, imagination, descriptive language*

Extension ideas: Ask the children to tell you about their play, retelling the story verbally, along with Makaton signs, if needed.

3. What’s behind the door? -

Activity: Look at the ‘*imagination door*’ closely with the children (use senses!). Ask them to imagine and describe what’s behind the wooden door.

Focus: *Vocabulary building, imagination, descriptive language*

Extension ideas: Draw/write what they imagine, or use small-world props.





Outdoor Classrooms Ltd - Bespoke Education Gardens



Chalkboard Ten-Frame



Maths resources



Language & Literacy



Pre-writing Boards

The Three Pigs



Mini-Maths

Maths,
Language
& science



The Three Bears

Loose Parts



Story Creation Counters



Food Growing



Signs

Can you see these birds?



Can You Find? Boards



The Owl Family

Natural, Beautiful, and Sustainable,
SEND friendly resources!