

	EYFS Outdoor Learning	Year 1 Outdoor learning	Year 2 Outdoor learning	Year 3 Outdoor learning	Year 4 Outdoor learning	Year 5 Outdoor learning	Year 6 Outdoor learning
	Whole Year Continuous Provision	Alternate Week sessions throughout the year	Autumn 1 Each class 1 x week for 6 weeks + Area access	Autumn 2 Each class 1 x week for 6 weeks + Area access	Summer 1 Each class 1 x week for 6 weeks + Area access	Spring 1 Each class 1 x week for 6 weeks + Area access	Summer 2 Each class 1 x week for 6 weeks + Area access
			IPC: Live and Let Live	IPC: Island Life (Habitats)	IPC: Let's plant it (Habitats/growing)	IPC: Existing, Endangered, Extinct	IPC: What Price Progress (Impact on environment)
Practical skills Links to PSHE and DT	Introduction to rules/boundaries/format of sessions. To dress independently and appropriately for the weather. Introduction of basic tools and how to be safe around them – Hammers, mallets, trowels, forks, hand drills, palm drills, loppers (with an adult 1:1). To join together sticks using masking tape, pipe cleaners or string. Introduction of basic shelter building with support. To know and follow safety procedures. Introduction of fire safety. Observe toasting technique. Collect firewood.	Reinforcement and practice of rules/boundaries. To dress independently and appropriately for the weather. Continuation of the use of YR tools and introducing loppers and bow saw (with an adult 1:1). Introduce larger ropes and develop independent cutting of string and tape. Practise shelter building (with support where necessary). Introduction to basic knots (reef knot). Introduction of fire safety. Use fire strikes to practice making a spark. Collect firewood. Help build the fire. Simple toasting techniques.	Shared reinforcement of rules/boundaries and risk assessment control actions. To dress independently and appropriately for the weather. Continuation of the use of tools as before, introducing peelers (with an adult 1:1) Practice of knots for attaching (reef knot, timber hitch). Independent use of knots to create den structures with tension/waterproof design. Introduction of lashing techniques to attach/join sticks (square lashing). Continuation of fire safety. Use fire strikes to practice making a spark -and light cotton wool. Fire triangle. Collect firewood. Help build the fire. Use kettle/pan on the fire grill (e.g pancakes).	Reinforcement of rules/boundaries and shared risk assessment control actions developed. To dress independently and appropriately for the weather. Continuation of the use of tools, larger ropes and independent cutting of string. Further practice with more advanced tools – saw, loppers, secateurs, (1-1 support) More sophisticated use of knots for attaching to structures, trees etc (e.g - timber hitch, half hitch). Continuation of lashing techniques to make frames, ladders, structures. Continuation of fire safety. Fire triangle. Collect dry tinder and use fire strikes to practice making a spark -and light cotton wool/tinder (fairy fires). Introduction to fire lighting and cooking over a campfire.	Reinforcement of rules/boundaries and shared risk assessment control actions developed. To dress independently and appropriately for the weather. Continuation of the use of tools, larger ropes and independent cutting of string Continue to build skilful use of more advanced tools – saw, loppers, secateurs. More sophisticated use of knots for attaching to structures, trees etc (e. g- timber hitch, half hitch). Continuation of lashing techniques to make frames, ladders, structures. Continuation of fire safety. Fire triangle. Collect dry tinder and use fire strikes to practice making a spark -and light cotton wool/tinder (fairy fires). Continuation of fire lighting and cooking over a campfire .	Personal management of rules/boundaries and risk assessment control actions. To dress independently and appropriately for the weather. Introduce knife skills/green wood whittling. (3:1 ratio) Independent use of tools –hammers, saw, loppers, secateurs - with adult permission/tool procedure followed. More sophisticated knots for attaching to structures and trees and selecting the correct knot for a job. Independent lashing techniques to attach/join sticks. Continuation of fire safety. Supported fire lighting - fairy fires (with supervision). Using the campfire for cooking with support. Extinguishing the fire.	Personal management of rules/boundaries and risk assessment control actions. To dress independently and appropriately for the weather. Further practice of knife skills/green wood whittling. (3:1 ratio) Independent use of tools –hammers, saw, loppers, secateurs - with adult permission/tool procedure followed. More complex knots and lashings, and selecting the correct knot for a job independently. Further knowledge about fire safety and fire lighting. Use of fire gloves. Independent small fire lighting (with supervision) Using the camp fire for cooking. (with supervision) Extinguishing the fire.

<p>Emotional literacy / Wellbeing</p> <p>Links to RSHE and speaking and listening</p>	<p>Develop emotional literacy with feelings language - books, circle time.</p> <p>Begin to build self-confidence, resilience, and cooperation skills.</p> <p>Take part in play based explorative/imaginative/role play learning.</p> <p>Learn and practice mindfulness techniques - senses meditations, drama.</p>	<p>Practice emotional literacy using feelings language.</p> <p>Continue to build self-confidence, resilience, and cooperation skills.</p> <p>Take part in play based explorative/imaginative / role play learning.</p> <p>Deepen practice of mindfulness techniques - meditations.</p>	<p>To use feelings language to talk to peers when solving problems.</p> <p>Continue to build self-confidence, resilience, and cooperation skills.</p> <p>Further practice of mindfulness techniques - visualisations, themed meditations.</p>	<p>Use emotional literacy language during Circle time sharing.</p> <p>Continue to build self-confidence, resilience, and cooperation skills through team conservation projects.</p> <p>Develop intrinsic motivation through time to lead own learning.</p>	<p>Use emotional literacy language during Circle time sharing.</p> <p>Continue to build self-confidence, resilience, and cooperation skills through team conservation projects..</p> <p>Develop intrinsic motivation through time to lead own learning.</p>	<p>Use school values to discuss ways of being and feelings.</p> <p>Continue to build self-confidence, resilience, and cooperation skills through themed sessions - home, hearth, health, creativity etc...</p> <p>Peer support - pupils mentor one another.</p>	<p>Use school values to discuss ways of being and feelings.</p> <p>Continue to build self-confidence, resilience, and cooperation skills through themed sessions - home, hearth, health, creativity etc...</p> <p>Peer support - pupils mentor one another.</p>
<p>Seasonal/nature connection</p> <p>Links to science and geography</p>	<p>To recognise signs of autumn/summer on the school grounds.</p> <p>To learn about plant life cycles, parts of a plant and seed dispersal.</p> <p>To know about some hibernating animals.</p> <p>To observe the lifecycle of frogs in the school pond. To learn about the lifecycle of butterflies.</p> <p>To know some tree and bird species on the school grounds.</p>	<p>To recognise signs of autumn/spring on the school grounds.</p> <p>To learn about predator and prey/food chains.</p> <p>To know about hibernating animals.</p> <p>To observe the lifecycle of trees in the school grounds. To learn about the lifecycles of species in the school grounds.</p> <p>To know some insect, tree and bird species on the school grounds.</p>	<p>To recognise signs of Spring/summer/Autumn/Winter on the school grounds.</p> <p>To learn about different trees on the school grounds - life cycles, fruit, nuts, buds etc...</p> <p>To begin to distinguish different bird song.</p> <p>To observe the life cycles of frogs/newts. To know about the lifecycle of species in the school grounds.</p> <p>To know some plant, insect, tree and bird species on the school grounds.</p>	<p>To identify the signs for each season on the school grounds.</p> <p>To learn about plant life cycles, parts of a plant and seed dispersal.</p> <p>To identify and classify species on the school grounds, including the pond area.</p> <p>Introduce knowledge about the wildlife within our school grounds and how to look after them - conservation projects.</p>	<p>To identify the signs for each season on the school grounds.</p> <p>To learn about plant life cycles, parts of a plant and seed dispersal.</p> <p>To identify and classify species on the school grounds, including the pond area.</p> <p>Introduce knowledge about the wildlife within our school grounds and how to look after them - conservation projects.</p>	<p>To investigate species from the school grounds and begin to make links between them - food chains, biodiversity, ecology.</p> <p>Increase knowledge about the wildlife within our school grounds - observational drawings, surveying. Use of dichotomous keys.</p>	<p>To investigate species from the school grounds and begin to make links between them - food chains, food webs, biodiversity, ecology.</p> <p>Increase knowledge about the wildlife within our school grounds - observational drawings, surveying. Use of dichotomous keys.</p>
<p>Mapping / Orienteering</p> <p>Links to Geography</p>	<p>Follow rules and boundaries.</p> <p>Promote free exploration.</p>	<p>Use directional language (near and far; left and right).</p> <p>Recognise human and physical features within the outdoor learning area.</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p>	<p>Demonstrate understanding of the concept of a basic map.</p> <p>Navigate your way around a simple orienteering course.</p> <p>Understand the term 'orientate or 'setting' a map.</p>	<p>Demonstrate understanding of the concept of a basic map.</p> <p>Navigate your way around a simple orienteering course.</p>	<p>Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols.</p> <p>Demonstrate an understanding of the</p>	<p>Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols.</p> <p>Combine map reading and compass skills.</p>

			<p>Recognise human and physical features within the outdoor learning area.</p> <p>Demonstrate understanding of the concept of a basic map.</p>	<p>Record information accurately.</p> <p>Follow rules when completing an orienteering activity.</p>	<p>Understand the term 'orientate or 'setting' a map.</p> <p>Record information accurately.</p> <p>Follow rules when completing an orienteering activity.</p>	<p>relationship between pacing and distance.</p> <p>Plan a short loop course for another pair to follow.</p> <p>Improve confidence in map reading and the transfer of information from map to ground.</p> <p>Plan the most efficient route so that the course is completed in the quickest time.</p>	<p>Further develop navigational skills by planning ahead, identifying problems and making decisions.</p> <p>Learn to balance speed and accuracy.</p>
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<p>Play based learning</p> <p>Links to PSHE, art, DT, PE, science, geography.</p> <p>Possible outcomes by the end of Year 6:</p>	<p>Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p>Plant bulbs and watch them grow</p> <p>Spot a butterfly</p> <p>Re-enforce rules and boundaries</p> <p>Travel safely over the terrain in Forest School</p> <p>Carry sticks safely</p> <p>Get to know some native UK trees</p> <p>Work in a team to co-operate and communicate clearly</p> <p>Discover what's in a pond</p> <p>Make pigments from nature</p> <p>Dye and print on fabric using natural materials</p> <p>Hunt for insects</p> <p>Build a den</p> <p>Make a daisy chain</p> <p>Build a den</p> <p>Re-enforce rules and boundaries of forest schools</p> <p>Move logs safely with support first</p> <p>Build a bridge</p> <p>Become a nature detective</p> <p>Get soaking wet in the rain</p> <p>Take part in bird watching</p> <p>Take part in outdoor challenges on own and in a team</p> <p>Climb a tree</p> <p>Carry out a survey</p> <p>Make something out of wood</p> <p>Cook outdoors</p> <p>Play woodland versions of games</p> <p>Work in a team during wide games and scavenger hunts</p> <p>Make a sculpture</p> <p>Make up your own game and teach it to someone</p> <p>Treasure hunt</p> <p>Orienteering with a map</p> <p>Create a time capsule</p>
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Key Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	seasons autumn/winter summer senses: listen/hear look/see taste touch/feel smell safe/unsafe sad/happy angry/calm excited/nervous cold/hot scared/brave hibernate life cycle seed dispersal make/test	seasons summer/autumn spring senses: listen/hear look/see taste touch/feel smell risk/safety un/sure un/comfortable frustrated proud hibernate life cycle predator prey Parts of Plants/Trees language Use directional language (near and far; left and right). make/test	spring summer autumn winter Emotional literacy language hibernate life cycle mating elements community Parts of a tree language: fruit, nut, seed, leaf, bark, branch, bud. Use simple compass directions (North, South, East and West) Physical/human features design/make/test	spring summer autumn winter Emotional literacy language life cycles identify classify conservation parts of plant language: stem, leaf, roots, flowers, seeds... Types of trees/species on the school grounds. Navigate orienteering orientate setting a map design/make/test	spring summer autumn winter Emotional literacy language life cycles identify classify conservation parts of plant language: stem, leaf, roots, flowers, seeds... Types of trees/species on the school grounds. navigate orienteering orientate setting a map design/make/test	Emotional literacy /values language observe diagram dichotomous key food chains biodiversity ecology community responsibility orienteering symbols pacing distance navigate design/make/test/ evaluate	Emotional literacy /values language observe diagram dichotomous key food chains food webs biodiversity ecology community responsibility orienteering symbols pacing distance navigate compass design/make/test/ evaluate