



## Outdoor Learning Long Term Overview

### Our Vision Statement

As a rural village school we like to make the most of our surroundings which involves taking our learning outside as much as possible. We love to use the natural environment to support learning which involves fortnightly Outdoor learning sessions with all of our children. We think it is valuable that children in KS2 still get the opportunity to learn through exploration and taking risks.

Our outdoor learning sessions are a child-centred inspirational learning process, that offer opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

“It is argued that taking risks can have positive implications in terms of children’s developmental, social and emotional needs, as well as their overall health. By providing the opportunities for children to manage their own risks in a controlled environment, they will learn vital life skills needed for adulthood, and gain the experience needed to face the unpredictable nature of the world.” (Gill, 2007)

However, throughout our Outdoor learning sessions we do expect children to develop skills and knowledge which support other areas of the curriculum. We have split the skills we want all the children to achieve into four categories; fire, tools, knots and den building, environment and map skills. From this we have created skill development sheets for each year group.

“In our bones we need the natural curves of hills, the scent of chapparal, the whisper of pines, the possibility of wildness. We require these patches of nature for our mental health and our spiritual resilience.” (Louv, 2006)

### Clothing

For our Outdoor learning sessions the children need to wear old clothes that cover their arms and legs fully. They need to have a suitable change of footwear such as wellies or walking boots. The children need to have a waterproof coat with them and in cooler months need to have extra warm layers such as a jumper plus a hat and gloves.



Skills	Nursery / Reception	Year 1 / 2	Year 3 / 4	Year 5 / 6
<b>Shelter building</b>	Introduction of basic shelter building with support (some indoor and outdoor equipment). Mini-den building for small animals.	Independent use of tripod structures (animal den building). Introduction to lashing and frapping techniques to make frames. Create a lean to shelter, independently or with limited support.	Design and build varying sized shelters using tarpaulin and materials found in a woodland. Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters). Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose. Set up a tent
<b>Geographical skills and Navigation</b>	Follow rules and boundaries. Promote free exploration. Seasonal walks around local village following a simple map with landmarks	Use simple compass directions (North, South, East and West). Use directional language (near and far; left and right). Describe the location of features and routes on a map. Recognise landmarks and human and physical features Devise a simple map and use basic symbols in a key.	Use and interpret more detailed maps, including grid references and scale. Understand and use 8-point compass directions. Recognize the importance of map keys and symbols and apply them to create their own maps. Create and follow routes using more complex directions (e.g., using landmarks, distances, and map scales). Use a variety of maps, including physical and political maps, to describe locations and routes.	Use 6-figure grid references to locate features on a map. Understand and interpret contour lines and elevations on topographic maps. Use different types of maps (e.g., political, physical, topographic) for different purposes. Apply compass skills to navigate and plan routes in unfamiliar areas. Understand and use map scales and distances to calculate journey times or distances.
<b>Team building /</b>	Introduction to rules and boundaries. Working and playing together, sharing	Re-enforce rules and boundaries of forest schools. Move logs safely with support first. Build a bridge. Become	Play woodland versions of games. I can work in a team during wide games and scavenger hunts. Make a	As Year 3 / 4

<b>problem solving</b>	resources and taking account of each other's ideas Promotion of free exploration of the natural environment. Taking controlled and managed risks supported by adults. Promotion of independent learning opportunities/skills. To communicate my ideas to adults and another child.	a nature detective. Get soaking wet in the rain. Bird watching. Play team games.	sculpture. Make up your own game and teach it to someone. Treasure hunt. Den building	
<b>Using Tools (and taking controlled risks)</b>	Plant bulbs and seeds and watch them grow. Seasonal walks in the local area looking for seasonal changes and local landmarks. Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)	Continuation of the use of basic tools, larger ropes and independent cutting of string. Use of bow saw 1-1 to cut discs.	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are ready to do so. Children's ability to use tools will develop at different ages Secateurs Use knife for whittling (1:1)	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are ready to do so. Children's ability to use tools will develop at different ages Loppers, Secateurs, Knives for whittling
<b>Knots</b>		Introduction to basic knots, tying shoe laces.	More sophisticated use of knots for attaching to structures and trees. Lashing and frapping frames and dual structures Example - Cow hitch	Shelter hitches and knots. More complex knots and selecting the correct knot for a job.
<b>Using fire for cooking</b>	Observe and talk about fire lighting procedures, begin to contribute by selecting fuel. Safety procedures – fire safety Toasting on fire e.g. marshmallows, apple slices, crumpets	Experience using fire strikers to spark a flame. Light a piece of cotton wool (fairy pillow). Fire safety and the fire triangle.	Roast food on a fire with support. To light camp fire with close supervision.	Cooking on a camp fire. Make and tend a fire safely.
<b>Science</b>	Identifying trees, leaves, minibeasts, habitats Observing and measuring weather			

## English

The children will use descriptive vocabulary to describe woodland objects and plants through sensory games. The children will develop their speaking and listening , talk and share ideas.