

## Outdoor Learning Curriculum Progression

**Intent: At Lyndhurst** Outdoor Learning is an important part of the curriculum. It is both a form of pedagogy and a curriculum area in its own right. Outdoor learning enables us to bring learning to life for our pupils and helps provide a broad and balanced curriculum because it can be used to enhance all areas of the curriculum. Through the outdoors we endeavour to help children learn academically but also develop their personalities and talents. Through the outdoors we hope to support children's wellbeing and provide a sensory rich and therapeutic space to help any child who needs it. Being outdoors will promote team-work and communication skills, positive wellbeing and being active and healthy. Through outdoor learning we will provide opportunities to take on challenges and be risk-takers. It provides opportunities for 'decision making' and enables the children to transfer their learning to real life in a hands-on situation. The Outdoor learning also heavily supports 'sustainability' by developing pupil's connection with the natural environment and encouraging them to take care of our planet.

**Implementation in all areas:** Outdoor learning is delivered through the national curriculum based activities and with guidance from organisations such as 'Learning outside the classroom' (LOtC), focused Forest School sessions, beach school sessions and after school clubs such as Go Wild and Gardening clubs. Lessons take place outside across the curriculum with a particular focus on wellbeing and personal and social skills, Geography, Science and DT but can also be used in all subject areas. Forest school, beach school sessions and Go Wild sessions are delivered by Forest School trained practitioners and LOtC trained practitioners. Outside learning can be conducted in the courtyards, front playground, main playground, fields, SSC area and the 'outside classroom' and includes trips to the beach. It is an expectation that each class will learn outside at least once a week.

**Impact:** The impact is shared through learning in books, learning journeys, displays and assemblies. The outdoor learning lead will monitor and quality assure the provision for outdoor learning. This impact is measured using pupil, teacher and parent voice and feedback.

### **Our aim is for pupils to:**

- become confident and resilient to work outdoors.
- develop language, listening skills and understanding in the outdoors
  - to link learning and put it into real life hands on situations
- To have a therapeutic space where children can develop and increase their health and wellbeing.
  - To include outdoor learning in all areas of the curriculum.
    - To learn outdoors at least once a week.

### **SEND Provision**

At Lyndhurst Infant School we believe that every child is respected as an individual and has the right to learn and develop their talents and abilities (Article 29) We adapt the curriculum and supply resources to suit individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning.

Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum as they tend to have a spiky profile, therefore not necessarily accessing all aspects of the progression map in order. For example, in reading, a child may be able to read complex texts, but not have the comprehension skills to match.

	EYFS	YEAR 1	YEAR 2
<b>IMPLEMENTATION</b>	Our child centered curriculum and intervention groups enable children to develop their personal and social skills using all areas of the outdoors on school grounds. These include <b>EYFS and Yr1 courtyards, sensory garden, front, side and main playground, fields, SSC area and the 'outside classroom' to explore the creative arts.</b>		
Personal and Social Skills	- I can talk about my feelings with support.	- I can talk about or demonstrate how to dress appropriately for the weather	- I can talk about or demonstrate how to dress appropriately for the weather
Mental wellbeing and sense of self support	- I can learn and find ways to help me calm down, relax, and de-escalate if needed. - I can talk about or demonstrate how to dress appropriately for the weather - I can run around in the rain - I can begin to dress and undress more independently - I can begin to follow the outside learning/forest school rules with adult support - I can play and explore alongside my special friends - I try new experiences with support from a familiar adult	- I can carry sticks safely - I can talk about how being outside makes me feel - I can talk about my feelings with support. - I can learn and find ways to help me calm down, relax, and de-escalate if needed. - I can begin to work collaboratively in small groups - I can try my best to follow the outside learning/forest school rules with prompts - I can try new experiences more confidently	- I can demonstrate how to carry a log safely - I can describe the benefits of being outside - I can cooperate and communicate in team games/ group activities - I can usually follow the forest school rules and reflect if this doesn't happen - I can talk about my feelings with support. - I can learn and find ways to help me calm down, relax, and de-escalate if needed. - I can try new experiences and talk about why this is important for my learning
<b>Developing Vocabulary</b>	Can you help me? Can I help you? please, thank you, I liked this/ I didn't like this Feelings words such as happy, sad, cold, hot, perseverance	I enjoyed/didn't enjoy this because Feeling words such as nervous, excited Perseverance	I found this easy/difficult because This is important because I have learnt Feeling and emotions vocabulary

<b>Key People and 'real-life' links</b>	Andy (Cbeebies), Down on the farm	David Attenborough, Spring Watch presenters.
<b>IMPACT:</b>	Children are more willing to try new activities. Children will work with others collaboratively.	

<b>IMPLEMENTATION</b>	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
	Using the outside areas: courtyards, front, main playground, fields, SSC area and the 'outside classroom' and including trips to the beach children can learn the names and identify living things.		
<b>Nature skills (KUW, Science, Maths, PSHCE)</b>	<ul style="list-style-type: none"> <li>- I can describe what I see, hear and feel whilst outside.</li> <li>- I can name basic flowers and plants I would find in the school outside areas</li> <li>- I can name basic animals/ insects from the local area</li> <li>- I notice and understand the effect of changing seasons on the natural world around me.</li> <li>- I can go on a bug hunt - I can build an animal home</li> <li>- I can carry sticks safely and move natural objects carefully protecting animals/insects</li> <li>- I can name what lives in a rock pool</li> <li>- I can sort recyclable and non-recyclable objects.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify and name some wild and garden plants</li> <li>- I can identify deciduous and evergreen trees</li> <li>- I can identify and name types of animals</li> <li>- I can talk about what I need to survive</li> <li>- I can talk about how being outside makes me feel</li> <li>- I can build a shelter for insects</li> <li>- I can name what lives in a rock pool</li> <li>- I can talk about what happens to the local environment animals and plants if rubbish is left.</li> <li>- I can name and use correct vocabulary to explore and identify 2D and 3D shape in the natural world.</li> <li>- I can natural skills to help me develop</li> </ul>	<ul style="list-style-type: none"> <li>- I can name animals in the environment and group them</li> <li>- I can go bird watching and begin to name different classifications of birds</li> <li>- I can talk about ways to take care of wildlife and natural spaces</li> <li>- I can carefully move logs and stumps with a friend and ensure insects/animals are unhurt.</li> <li>- I can name what lives in a rock pool and discuss the importance of seaweed.</li> <li>- I can think of ways to support and take care of the outside environment.</li> <li>- I can name and use correct vocabulary to explore and identify 2D and 3D shape in the natural world.</li> <li>- I can identify lines of symmetry in the natural world.</li> <li>- I can natural skills to help me develop and consolidate my mathematical understanding.</li> <li>- Observing seasonal changes.</li> </ul>

	-I can continue, copy and create repeating patterns using natural objects. -To explore compose and decompose shapes in the natural world.	and consolidate my mathematical understanding.  - Observing seasonal changes.	
<b>Developing Vocabulary</b>	Plant names: daffodils, lavender, seaweed Tree names: Elder Animals/insects: squirrel, fox, seagulls, robins, woodlice, ants, spiders, crab, sea anaemia etc. Seasons, weather words		
<b>Key people and 'real-life' links</b>	David Attenborough, Spring Watch presenters, Andy (cbeebies) Down on the farm Beach trips,		
<b>IMPACT</b>	Children will be able to talk about what lives and grows in the local environment and how to take care of them. Children will be respectful of the environment.		

	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>IMPLEMENTATION</b>	Use maps and make maps to develop understanding of navigational skills.		
<b>Navigation (Geography and Maths)</b>	- I can use positional language to describe the school grounds e.g. next to, behind	- I can use simple fieldwork to study the school grounds. - I can begin to use compass directions - I can identify my left and right	- I can identify the 4 points on a compass - I can find my way with a map and use the compass directions.
<b>Developing Vocabulary</b>	next to, behind, in front, between, top, bottom	Left, right North East South West	
<b>Key people and 'real life' links</b>	Obstacle courses, making maps, treasure maps and pirates	Superhero topic – Metal Man and Magnet Man Making maps of local area, beach, school and home	

<b>IMPACT</b>	Evidence in books and learning journals. Children will use language in geography and maths.
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<b>IMPLEMENTATION</b>	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
Den Building and knots (Physical Development, Maths, D&T, Science, History)	<p><b>Using different materials to attach objects together children can explore and experiment in a safe way in the courtyards, front, main playground, fields, SSC area, the 'outside classroom' and the beach.</b></p>		
	<ul style="list-style-type: none"> <li>- I can engage with an introduction to shelter building with support</li> <li>- I can build a simple shelter/ den e.g. using loose parts</li> <li>-I can tie using a pipe cleaner, and elastic bands.</li> </ul>	<ul style="list-style-type: none"> <li>- I can create tripod a tripod structure e.g. a den</li> <li>- I can tie basic knots (overhand)</li> <li>- I can engage with an introduction to lashings</li> </ul>	<ul style="list-style-type: none"> <li>- I can engage with an introduction to larger ropes/ lashings</li> <li>- I can continue cutting with string</li> <li>- I can tie a half hitch knot</li> </ul>
<b>Developing Vocabulary</b>	Stick, branch, log, trunk, disc Tie, attach, steady, strong Elastic band, tape, String, rope, Knots: overhand, half hitch		
<b>Key people and 'real-life' links</b>	Create shelters for real life wildlife, toys Learn how to create a shelter for basic survival. Explain that campers, explorers, hikers, outdoor workers all know what is needed to create a shelter in the outdoors		
<b>IMPACT</b>	Children will be able to make a stage appropriate structure using ties, knots and lashings.		

	EYFS	YEAR 1	YEAR 2
<b>IMPLEMENTATION</b> <b>The Creative Arts-</b> (Literacy, Drama, art, design and technology, music)	<b>Using natural props/resources and creative props/resources children can use courtyards, front, main playground, fields, SSC area and the 'outside classroom', the beach to explore the creative arts.</b>		
	<ul style="list-style-type: none"> <li>- I can use natural objects to learn to read, spell and write phonic sounds and key words.</li> <li>- I can use natural objects to develop my vocabulary.</li> <li>-I can use natural materials to create artwork that I can talk about. (mud painting, leaf and flower rubbings, pebble, shells)</li> <li>-I can use natural materials to create and recreate stories; characters, props etc. (I'm not a stick, nature crowns etc.)</li> <li>-I can use natural materials in role play (mud kitchen, small world play e.g. dinosaurs, animals, fairies,)</li> <li>Colour hunts</li> <li>-I can use natural materials to create sounds, music, songs and dance.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use natural objects to learn to read, spell and write phonic sounds and key words.</li> <li>- I can use natural objects to develop my vocabulary.</li> <li>I can use natural objects to learn nouns, verbs and adjectives.</li> <li>-I can use natural materials to create artwork that I can talk about. (mud paintings, mud and clay sculptures, natural paintbrushes, seaweed, shells etc.)</li> <li>-I can use natural materials to create and recreate stories; characters, props etc. (Stick man, The squirrels who squabbled)</li> <li>-I can use natural materials in role play (mud kitchen, small dens for animals and habitats, small world props)</li> <li>Sketch trees, flowers, waves, shells</li> <li>-I can use natural materials to create instruments</li> </ul>	<ul style="list-style-type: none"> <li>- I can use natural objects to learn to read, spell and write phonic sounds and key words.</li> <li>- I can use natural objects to develop my vocabulary.</li> <li>- I can use natural objects to learn noun phrases, similes, and effective vocabulary.</li> <li>-I can use natural materials to create artwork that I can talk about. (mud and clay sculptures, natural paintbrushes, seaweed, shells etc.)</li> <li>-I can use natural materials to create and recreate stories; characters, props etc (Where the wild things are, chuu chuu tribe)</li> <li>-I can use natural materials in role play (mud kitchen, large dens small world props)</li> <li>Sketch trees, flowers</li> <li>Mixing colours to paint trees, flowers, waves, shells</li> <li>-I can use natural materials to create instruments</li> </ul>
Textures – smooth, rough, bumpy, hard, soft, spiky			

<b>Developing Vocabulary</b>	Colours and shade Names of art materials “I am a _____ because _____.” “I can _____” Story Language such as “Once Upon a time, One stormy night, Deep in the forest, Deep under the ocean
<b>Key people and ‘real life’ links</b>	Storytellers
<b>IMPACT</b>	Through journals, observations and recordings adults will be able to assess how children’s vocabulary has developed. Increase in writing and reading skills Development of art skills linked to art progression.

	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>IMPLEMENTATION</b>	<b>With small ratios children will create and explore different tools in the forest stable and making area.</b>		
<b>Tools (Physical Development, Design and Technology)</b>	<ul style="list-style-type: none"> <li>- I can develop my small motor skills so that I can use a range of tools competently, safely and confidently.</li> <li>- I can engage with an introduction to basic tools</li> <li>- I can follow instructions to keep myself safe around tools e.g. wear gloves, seating position</li> <li>- I can whittle using peelers.</li> <li>-I can use a mallet</li> <li>-I can use scissors.</li> </ul>	<ul style="list-style-type: none"> <li>- I can continue with my basic introduction to tools e.g. hammering a nail in wood, hand drill, small hand saw</li> <li>- I can cut string safely</li> <li>- I can talk about how to stay safe using tools e.g. wearing goggles/ gloves</li> </ul>	<ul style="list-style-type: none"> <li>- I can use the woodwork area effectively e.g. clamp wood on the bench</li> <li>- I can engage with an introduction to more advanced tools e.g. bow saws, loppers and palm drill.</li> </ul>
	Peelers, scissors, mallet, gloves	Nail, hammer, hand drill, gloves	Saw, lopper, palm drill



<b>Developing Vocabulary</b>			
<b>Key people and 'real life' links</b>			
<b>IMPACT</b>	Children will be confident to use stage appropriate tools in projects. Children will use tools safely.		

	EYFS	YEAR 1	YEAR 2
<b>IMPLEMENTATION</b>	Children will grow in classrooms, courtyards and growing plots on the main playground.		
<b>Growing and cooking (Science, KUW, Maths, PSHCE)</b>	<ul style="list-style-type: none"> <li>-I can plant seeds.</li> <li>-I will water plants and take care of them.</li> <li>-I can plant strawberries, herbs, potatoes, vegetables and salad.</li> <li>-I can observe and talk about how a plant changes.</li> <li>-I can harvest the crops and use simple tools such as knives and peelers to prepare them for cooking and preparing a snack such as potato salad with chives</li> <li>-I can compare length, weight and capacity when growing and cooking.</li> </ul>	<ul style="list-style-type: none"> <li>-I can plant seeds.</li> <li>-I will water plants and take care of them.</li> <li>-I can plant strawberries, herbs, potatoes, vegetables and salad.</li> <li>-I can observe and talk about how a plant changes.</li> <li>-I can harvest the crops and use simple tools such as knives and peelers to prepare them for cooking and preparing a snack such as potato salad with chives</li> <li>-I can compare length, weight and Capacity when growing and cooking.</li> </ul>	<ul style="list-style-type: none"> <li>- I can notice and explain the changes from a seed/ bulb to a plant.</li> <li>-I can describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>I can plant strawberries, herbs, potatoes, vegetables and salad crops.</li> <li>I can harvest the crops and use simple tools such as knives and peelers to prepare them for cooking and preparing a snack such as potato salad with chives.</li> </ul>
	Parts of a plant, Soil, water, sunlight, temperature		

<b>Developing Vocabulary</b>	Pollinate, distribute
<b>Key people and 'real life' links</b>	Potato, sunflower competition Growing food to make snack, salads, pizza etc.
<b>IMPACT</b>	Children will be able to talk about how plants, food, trees etc grows. Children will plant, take care and be responsible for their plants growth. Children will work with others. Children will have grown something and then use it in creating a meal or snack.

	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>IMPLEMENTATION</b>	Children will learn how to sit and move around the log circle. Implement in small groups, Lodge hill experiences		
Fire	<ul style="list-style-type: none"> <li>- I can follow instructions on how to be safe around the fire-pit</li> <li>- I can sing around the fire</li> <li>- I can cook an apple over the fire. I can have a hot drink.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explore sources of ignition e.g. making sparks with a flint and steel or lighting match</li> <li>- I can talk about how to be safe around fire</li> <li>- I can enjoy a story around a fire</li> <li>- I can make charcoal.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explore sources of ignition e.g. making sparks with a flint and steel or lighting match</li> <li>- I can talk about how to be safe around fire</li> <li>- I can enjoy a story around a fire</li> <li>- I can cook a snack. e.g popcorn or toast or damper bread.</li> <li>I can make charcoal.</li> </ul>
<b>Developing Vocabulary</b>	Red, yellow, green dragon, Fire, flames, ash, embers, heat Bucket, fire gloves, Distance, walk, kneel		
<b>Key people and 'real life' links</b>	Camping experiences, Stories, songs, snacks around a camp fire		
<b>IMPACT</b>	Children will understand the dangers of fire and be able to talk about how to stay safe when using fire. Children will follow the 3 colours of the fire circle Children will enjoy a song, story or snack around the fire.		

	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>IMPLEMENTATION</b>	Children will follow the P.E curriculum progression document. Children can develop gross and fine motor skills during forest and beach schools and during lessons using the school's outside learning areas.		
Physical Activity	<ul style="list-style-type: none"> <li>- I can wear appropriate clothing.</li> <li>- I can join in with games such as 1,2,3 where are you, Man Hunt, Crab, shark, octopus</li> <li>- I can walk carefully in rock pools, on pebbles and over uneven ground.</li> <li>- I can revise and refine the fundamental movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing</li> </ul>		
<b>Developing Vocabulary</b>	Body parts, Clothing names, Vocabulary and man-made and physical features.		
<b>Key people and 'real life' links</b>	P.E lessons, trips to the beach, parks, countryside and woodland.		
<b>IMPACT</b>	Children's physical development will increase and the children will be stringer and fitter.		