

## Our Vision

- All children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum
- Provide regular, frequent, enjoyable and challenging opportunities for all children and young people to learn outdoors throughout their school career and beyond
- Outdoor learning is embedded in our curriculum so that learning in the outdoor environment is a reality for all children and young people

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Shelter Building</b>	<p>Introduction of basic shelter building with support (some indoor and outdoor equipment)</p> <p>Mini-den building for small animals</p>	<p>Supported construction of tripod structures (mini-den building)</p> <p>Erect a lean to shelter, with support</p>	<p>Independent use of tripod structures (animal den building)</p> <p>Introduction to lashing and frapping techniques to make frames</p> <p>Create a lean to shelter, independently or with limited support</p>	<p>Create a tarpaulin shelter in a woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Design and build varying sized shelters using tarpaulin and materials found in a woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Create a tipi shelter with camouflage</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters)</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p> <p>Set up a tent in preparation for going on a residential visit</p>
<b>Geographical skills and Navigation</b>	<p>Follow rules and boundaries</p> <p>Promote free exploration</p>	<p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</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>Complete a simple 'star' orienteering activity in pairs / groups</p> <p>Record information accurately and neatly</p>	<p>Recognise features and symbols on the map</p> <p>Understand how to orientate the map</p> <p>Demonstrate understanding of a line orienteering course (short loop) and star orienteering</p> <p>Build trust with a partner and work together when orienteering</p>	<p>Use the eight points of a compass and four figure grid references</p> <p>Develop expertise in the orienteering skills of orientating a map, following course, and recognition of relevant map symbols</p> <p>Demonstrate an understanding of the 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</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Further develop navigational skills by planning ahead, identifying problems and making decisions</p> <p>Learn to balance speed and accuracy</p> <p>Set, read and follow a bearing</p> <p>Practice and develop pacing skills</p>

				Follow rules when completing a star orienteering activity		<p>information from map to ground</p> <p>Apply skills of orienteering including thumbing the map, route choice and symbol recognition</p> <p>Plan the most efficient route so that the course is completed in the quickest time</p> <p>Complete the orienteering course in the fastest time possible competing against others</p>	<p>Be able to take a bearing from a map and use that bearing to find a control point</p> <p>Combine map reading and compass skills</p> <p>Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control</p> <p>Successfully undertake an orienteering competition using an unfamiliar map in a new location</p> <p>Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course</p>
Exploration	<p>Introduction to rules and boundaries</p> <p>Promotion of free exploration</p> <p>Promotion of independent Learning opportunities/skills</p> <p>Plant bulbs and watch them grow</p> <p>Autumn walk</p> <p>Search for butterflies</p>	<p>Re-enforce rules and boundaries</p> <p>Travel safely over the terrain in school</p> <p>Carry sticks safely</p> <p>Work in a team to co-operate and communicate clearly</p> <p>Discover what's in a pond</p> <p>Hunt for insects</p> <p>Roll down a hill</p> <p>Make a daisy chain</p> <p>Build a den</p>	<p>Re-enforce rules and boundaries of school</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>Bird watching</p>	<p>Take part in outdoor challenges on own and in a team</p> <p>Climb a tree</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 an OS map</p>	<p>Create a time capsule</p>
Using tools	<p>Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)</p>	<p>Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1))</p>	<p>Continuation of the use of basic tools, larger ropes and independent cutting of string</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used</p>

			Use of bow saw 1-1 to cut discs and peelers for whittling	when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages  Peeler(1:1)	when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages  Loppers Secateurs Knives for whittling	when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages  Loppers Secateurs Knives for whittling	when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages  Loppers Secateurs Knives for whittling
Knots	Tying shoe laces	Introduction to basic knots	More sophisticated use of knots for attaching to structures and trees  Example - Overhand knot and half hitch  Lashing and frapping techniques to make frames	More sophisticated use of knots for attaching to structures and trees  Lashing and frapping frames and dual structures  Example - Cow hitch	More sophisticated knots for attaching to structures and trees  Independent use of lashing and frapping techniques  E.G. Bowline knot , clove hitch knot	Shelter hitches and knots  More complex knots and selecting the correct knot for a job  E.G. The figure of eight knot, sheet bend knot, square knot	More complex knots and selecting the correct knot for a job  E.G. sheepshank knot, two and a half hitches knot
Fire	Observe and talk about fire lighting procedures, begin to contribute by selecting fuel  Safety procedures – fire safety	Be safe around a fire  Contribute to fire lighting by gathering fuel	Experience using fire strikers to spark a flame  Light a piece of cotton wool (fairy pillow)  Fire safety and the fire triangle	Light a fairy fire and keep it going	Roast food on a fire with support	Cooking on a campfire (roast food)  Make and tend a fire safely	Prepare and light a campfire with supervision

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Marian	Me and My Community -  Geographical skills and Navigation  Follow rules and boundaries  Promote free exploration  Explore the classroom and make a map and compare with another class.	childhood  knots - introduction to tying knots - Looking at old games - historical enquiry - conkers	Exploration  Re-enforce rules and boundaries of school  Move logs safely with support first  Build a bridge  Become a nature detective  Get soaking wet in the rain  Bird watching  Linked to Science and habitats and art still life, bird watching, drawing	Rocks, Relics & Rumbles - <b>Geographical Skills &amp; Navigation</b>  Demonstrate understanding of the concept of a basic map  Navigate your way around a simple orienteering course  Understand the term 'orientate or 'setting' a map  CCL - Geography/History/Science Link to world mapping	Romans- using tools. Lopping branches to create den making rods. Sharpen ends to place in holes or easily into the earth.	<b>Maafa</b> <b>Geographical skills and Navigations</b>  Use the eight points of a compass and four figure grid references  Develop expertise in the orienteering skills of orientating a map, following course, and recognition of relevant map symbols  Improve confidence in map reading and the transfer of information from map to	Britain at War - <b>Using Tools</b>  Create an Anderson shelter for the outdoor classroom  cross curricular links - History - Britain at War

			what we see from observations	- location of volcanoes/ring of fire etc, structures such as Stone Henge etc		ground  <b>Cross Curricular links - Geography</b> (map work and orienteering).  <b>End of unit outcome -</b> to be able to use an 8 point compass and four figure grid reference.	
Remembrance	<p>Starry Night -</p> <p>Using Tools</p> <p>Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)</p> <p>Hammering prints using natural autumnal leaves to make prints.</p> <p>Tak taks shapes in hammered into pumpkins.</p>	<p>Supported construction of tripod structures (mini-den building)</p> <p>Erect a lean to shelter, with support LINK TO DT</p>	<p><b>Geographical skills and Navigation</b></p> <p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p> <p>Links to Geography Coastlines from AUT1</p> <p>Outdoor games, map making and giving directions</p>	<p><b>Rocks, Relics &amp; Rumbles - Fire</b></p> <p>Light a fairy fire and keep it going</p> <p>CCL - Geography/History/Science/DT Link to Volcanoes</p>	<p>Compass points and orienteering. NESW. NE,SE etc.</p> <p>Apply to map reading and Geography. Find specific map points and landmarks. (Connected world: Geography)</p>	<p><b>Maafa Exploration</b></p> <p>Orienteering with an OS map</p> <p><b>Cross Curricular links - Geography</b> (map work and orienteering) and History (quiz questions on Maafa around the school grounds).</p> <p><b>End of unit outcome -</b> to understanding map reading in order to complete orienteering activities.</p>	<p>Britain at War - <b>Geographical Skills &amp; Navigation</b></p> <p>Successfully undertake an orienteering competition using an unfamiliar map in a new location</p> <p>Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course</p> <p>Cross curricular links - Geography - locational knowledge</p>
Candlemas	<p>Once Upon a Time</p> <p>Knots</p>	<p>Bright lights big city</p> <p>Use directional language (near and far; left and right)</p>	<p>Shelter Building</p> <p>Independent use of tripod structures (animal den building)</p>	<p>Through The Ages - <b>Using Tools</b></p> <p>In Key Stage 2 children will</p>	<p>Exploration: invasion games and strategies. Build a hideout in</p>	<p><b>Sow, Grow and Farm!</b></p> <p><b>Shelter Building</b></p>	<p>Frozen Kingdom - <b>Exploration</b></p>

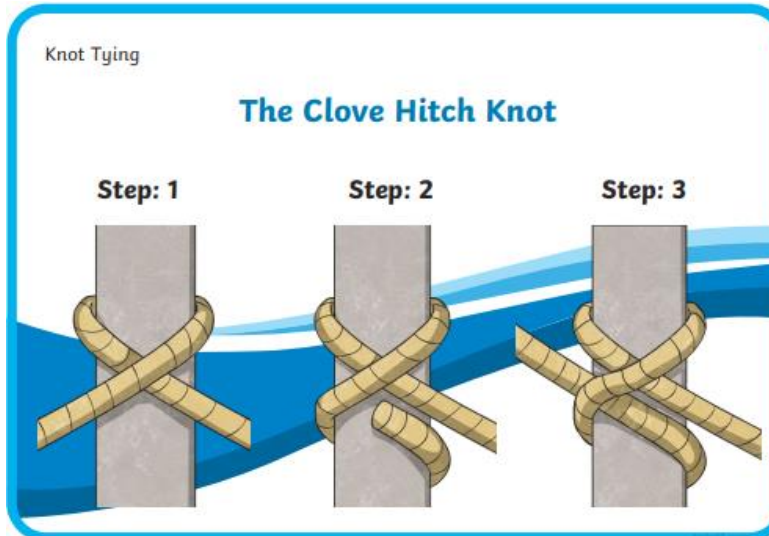
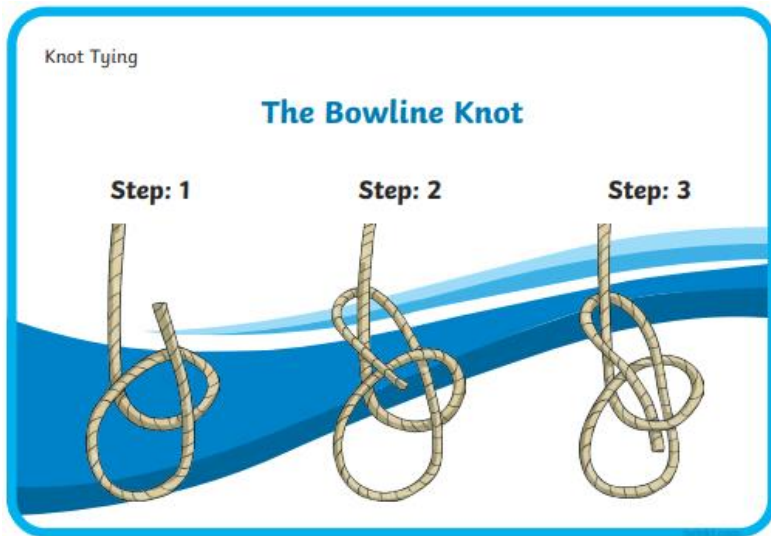
	<p>-Tying shoe laces</p> <p>Weaving to make a magic carpet.</p>	<p>Devise a simple map and use basic symbols in a key</p> <p>Orienteering skills, map building - Geography</p>	<p>Introduction to lashing and frapping techniques to make frames</p> <p>Create a lean to shelter, independently or with limited support</p> <p>Connected to Science and humans basic needs and DT designing a product fit for purpose - shelter (design and build a shelter)</p>	<p>develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Peeler(1:1)</p> <p>CCL - History/DT Link to Stone age tools, Iron AGE tools and Bronze age tools</p>	<p>case of invasion. Invasion games : capture the flag. Chess. (History - Viking invasion)</p>	<p>Create a tipi shelter with camouflage</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p> <p><b>Cross Curricular links</b> - Science (properties of materials) and Art (Nature's Art).</p> <p><b>End of unit outcome</b> - to be able to work as a team to build an effective den and explain why they have chosen those materials.</p>	<p>Create a time capsule</p> <p>Play woodland versions of Games</p> <p>Work in a team during wide games and scavenger hunts</p> <p>cross-curricular links - History - polar expeditions</p>
Lenten	<p>Dangerous Dinosaurs</p> <p>Fire</p> <p>Observe and talk about fire lighting procedures, begin to contribute by selecting fuel</p> <p>Safety procedures – fire safety</p> <p>Link to volcanoes in small world area. Fire safety and campfire.</p>	<p>Make a fire - great fire of London -</p> <p>How to make it safely. Link to prior knowledge, materials. Fire safety</p> <p>fire lighters -</p>	<p>Using Tools</p> <p>Continuation of the use of basic tools, larger ropes and independent cutting of string</p> <p>Use of bow saw 1-1 to cut discs and peelers for whittling</p> <p>Link to DT using appropriate tools for the preparation of food</p> <p>Select appropriate tools from a selection</p>	<p>Through The Ages - <b>Shelter Building</b></p> <p>Create a tarpaulin shelter in a woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p> <p>CCL - Geography/History/Science/DT Link to Skara Brae</p>	<p>Knots - link to DT greenhouse topic. Create Frame structures by connecting branches together, that could be used as a greenhouse or shelter for plants.</p>	<p><b>Sow, Grow and Farm! Fire</b></p> <p>Cooking on a campfire (roast food)</p> <p>Make and tend a fire safely.</p> <p><b>Cross Curricular links</b> - Design and Technology (food technology) and Art (line, light and shadows).</p> <p><b>End of unit outcome</b> - to be able to roast food on a fire safely.</p>	<p>Frozen Kingdom - <b>Knots</b></p> <p>More complex knots and selecting the correct knot for a job</p> <p>Research the types of knots used on ships</p> <p>cross-curricular links - History - polar expeditions</p>

<p>Rosary</p>	<p><b>Big Wide World</b></p> <p><b>Shelter Building</b></p> <p>Mini-den building for small animals</p> <p>Introduction of basic shelter building with support (some indoor and outdoor equipment)</p> <p>Build a shelter for an animal/teddy to protect them from the rain.</p>	<p>School days - links with DT, chop, slice, peel and mash.</p> <p>Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1) -</p> <p>Potato peeler -</p>	<p><b>Fire</b></p> <p>Experience using fire strikers to spark a flame</p> <p>Light a piece of cotton wool (fairy pillow)</p> <p>Fire safety and the fire triangle</p> <p>Science - working scientifically, making predictions, making observations, analysing and asking and answering questions</p>	<p><b>Egyptians - Knots</b></p> <p>More sophisticated use of knots for attaching to structures and trees</p> <p>Lashing and frapping frames and dual structures</p> <p>Example - Cow hitch</p> <p>CCL - Geography/History/DT Link to Egyptian building structures etc</p>	<p>Animals:Science- apply previously taught skills to create a structure to roast an animal. What size and mass of animal will affect the structure?</p>	<p><b><u>Dynamic Dynasties!</u></b> <b><i>Using Tools</i></b></p> <p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Loppers Secateurs Knives for whittling</p> <p><b>Cross Curricular links</b> - Design and Technology (Moving Mechanisms) and Music (creating music outdoors using different tools).</p> <p><b>End of unit outcome</b> - to be able to use tools specific to KS2 effectively and safely.</p>	<p><b>Groundbreaking Greeks - Shelter Building</b></p> <p>Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters)</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p>
<p>Trinity</p>	<p><b>Sunshine and Sunflowers</b></p> <p><b>Exploration</b></p> <p>Introduction to rules and boundaries</p> <p>Promotion of free exploration</p> <p>Promotion of independent Learning opportunities/skills</p>	<p>School days exploration</p> <p>Work in a team to co-operate and communicate clearly - make a daisy chain. To work collaboratively gathering natural resources to create outdoor art in the style of Andy Goldsworthy.</p>	<p>Knots</p> <p>More sophisticated use of knots for attaching to structures and trees</p> <p>Example - Overhand knot and half hitch</p> <p>Lashing and frapping techniques to make frames</p> <p><b>Linked to DT, Cut, Stitch and Join</b></p>	<p><b>Egyptians - Exploration</b></p> <p>Take part in outdoor challenges on own and in a team</p> <p>Climb a tree</p> <p>Make something out of wood</p> <p>Cook outdoors</p> <p>CCL - Geography/History Link to to exploration of the egyptian empire</p>	<p>Link to Come and See- building bridges. Teambuilding games with limiting resources for cross the lava floor or crocodile river!</p>	<p><b><u>Dynamic Dynasties!</u></b> <b><i>Knots</i></b></p> <p>Shelter hitches and knots</p> <p>More complex knots and selecting the correct knot for a job</p> <p><b>Cross Curricular links</b> - Science (investigations, which knot is the best for the job?).</p>	<p><b>Groundbreaking Greeks - Fire</b></p> <p>Prepare and light a campfire with supervision</p>

	Plant bulbs and watch them grow  Autumn walk  Search for butterflies  Going on a Bear Hunt in the woods. Plant a sunflower. Care for caterpillars in class.					<b>End of unit outcome</b> - to be able to use tie and use a variety of knots.	
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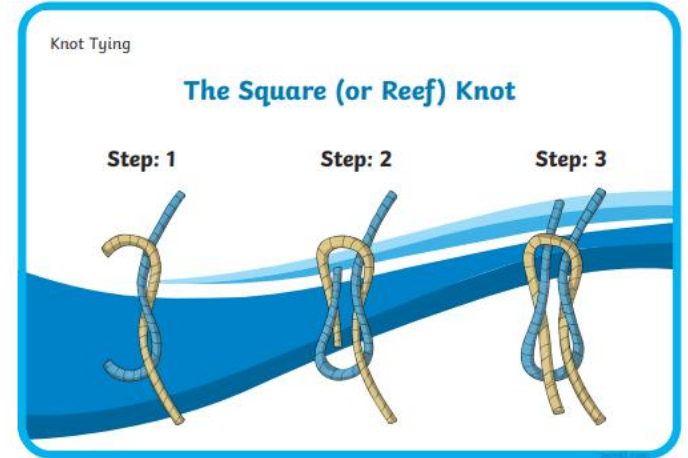
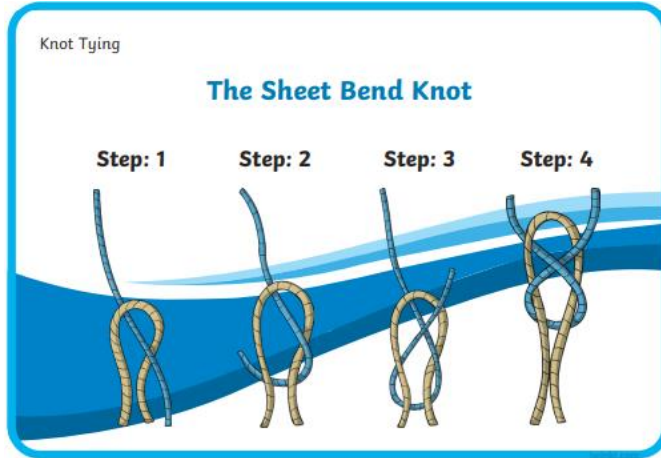
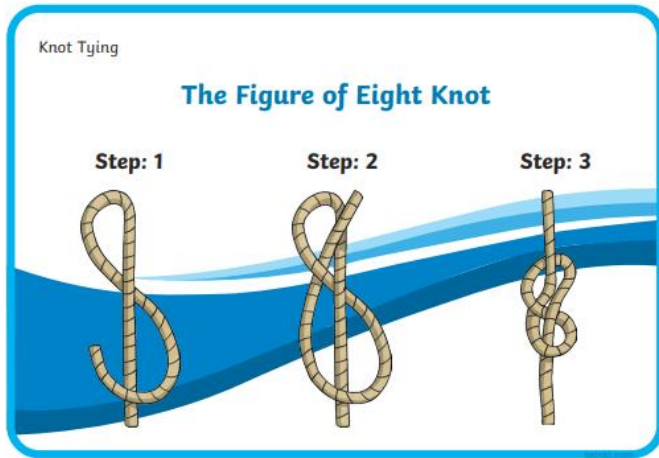
Knots

Year 4



Year 5

Year 5



Year 6

