



Outdoor Learning Scheme of Work 2022-2023

EYFS

Fundamental Outdoor Learning Skills for all children:

- To take risks, engage in new experiences, and learn by trial and error.
- Use senses to explore the world around them.
- To think of ideas, different ways to solve problems and follow instructions.
- To work collaboratively with others, listening to other ideas and demonstrating friendly behaviour.
- To be able to ask adults or peers for help.
- To be aware of the boundaries set, and of behavioural expectations in the setting.

	Autumn	Spring	Summer
Outdoor learning	<p>Health and Safety</p> <ul style="list-style-type: none"> ● To know how to travel safely on rough ground. ● To know how to carry sticks and move logs safely. ● To be aware of those around them and maintain a safe distance, especially when moving equipment. ● To be able to understand how to store and move equipment safely. ● To know the sensible clothing and protection they need when outside, i.e. waterproofs, coats, wellies, gloves. ● To understand that they need to wash their hands after touching anything outside and to not put anything close or in their mouths. 	<p>Changes in seasons and environment</p> <p><i>Personal skills:</i></p> <ul style="list-style-type: none"> ● To use their ideas to independently respond to the environment around them. ● To talk about why things happen and how things work. ● To be able to use a range of tools safely to demonstrate their knowledge of outdoor learning ● To be able to communicate clearly in team games. ● To be aware of those around them and maintain a safe distance, especially when moving equipment. ● To be able to talk about how being outside is making them feel. <p><i>Building skills:</i></p> <ul style="list-style-type: none"> ● To build a safe tower out of sticks. ● To use material resources to create a piece of art. ● To move logs to create a track or space for animals. 	<p>Being an Independent Outdoor Learner</p> <ul style="list-style-type: none"> ● To know how to stay safe outdoors independently. ● To independently use, tidy away and discuss different tools and equipment. ● To know how to look after their environment. ● To describe the benefits of being outside. ● To know how to find mini-beasts and how to safely return them to their habitat. ● To build a collaborative masterpiece using a range of natural materials. ● To understand what a den is and begin to build a den with adult support.



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<h1>Year 1</h1>			
	Autumn	Spring	Summer
Outdoor Learning	<p>Confident Constructors and Observers</p> <ul style="list-style-type: none"> To make a miniature shelter using natural materials. To create a natural picture frame and discuss the properties of the natural materials that they have used (flexible or non-flexible) To use natural materials to create artwork that they can talk about. (mud painting) To make a miniature shelter using natural materials. To discuss the weather and how it has an impact on the environment. To identify deciduous and evergreen trees. To build a waterproof shelter using tarpaulins. To group materials according to their own criteria. 	<p>Outdoor Explorers</p> <ul style="list-style-type: none"> To observe and describe how seeds and bulbs grow. To identify and name a variety of wild and garden plants. To describe the plant structure (including trees) To name and identify some trees in our grounds by using a simple ID guide. To look after the animals, plants and creatures in their environment. To discuss the weather and how it has an impact on the environment. To know what humans and animals need to survive (water, food, air). 	
Working Scientifically	<p>Asking Questions and Carrying Out Fair and Comparative Tests Children can:</p> <ul style="list-style-type: none"> explore the world around them, leading them to ask some simple scientific questions about how and why things happen. begin to recognise ways in which they might answer scientific questions. carry out simple practical tests, using simple equipment. experience different types of scientific enquiries, including practical activities. 		
	<p>Observing and Measuring Changes Children can:</p> <ul style="list-style-type: none"> observe the natural and humanly constructed world around them. observe changes over time. use simple measurements and equipment. make careful observations, sometimes using equipment to help them observe carefully. 	<p>Drawing Conclusions, Noticing Patterns and Presenting Findings Children can:</p> <ul style="list-style-type: none"> notice links between cause and effect with support. begin to notice patterns and relationships with support. begin to draw simple conclusions. identify and discuss differences between their results. use simple and scientific language. read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge. 	
	<p>Identifying, Classifying, Recording and Presenting Data Children can:</p> <ul style="list-style-type: none"> use simple features to compare objects, materials and living things. decide how to sort and classify objects into simple groups with some help. record and communicate findings in a range of ways with support. sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, tally charts and simple tables. 		



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<h1>Year 2</h1>			
	Autumn	Spring	Summer
<p>Outdoor Learning</p> <p>Focus on den building and constructing Survival skills</p>	<p>Confident constructors</p> <ul style="list-style-type: none"> To make constructions for different purposes: e.g. rafts; animal bridges; stick towers; outdoor orchestra; sundials; water traps. To build a waterproof shelter using tarpaulins. 	<p>Survival skills</p> <ul style="list-style-type: none"> To explain what humans and animals need to survive. To work with others to research and obtain survival essentials. To find and identify safe wild food. To understand the rules for safe foraging. To collect, store and purify water. 	<p>Outdoor explorers</p> <ul style="list-style-type: none"> To know that soils are made from rocks and organic matter. To name some common garden birds and talk about their features. To name the common trees in our grounds- using a tree identification chart To talk about how to encourage wildlife into an area. To match tracks and other signs to animals. To carry out fieldwork – classifying and surveying animals and their habitats.
<p>Working Scientifically</p>	<p>Asking Questions and Carrying Out Fair and Comparative Tests</p> <p>Children can:</p> <ul style="list-style-type: none"> explore the world around them, leading them to ask simple scientific questions about how and why things happen, using key scientific vocabulary; recognise ways in which they might answer scientific questions; ask people questions and use simple secondary sources to find answers; carry out simple practical tests, using simple equipment; experience different types of scientific enquiries, including practical activities; talk about the aim of scientific tests they are working on; with support, start to recognise a fair test. 		
	<p>Observing and Measuring Changes</p> <p>Children can:</p> <ul style="list-style-type: none"> observe the natural and humanly constructed world around them; observe changes over time; use simple measurements and equipment; make careful observations, choosing and using appropriate equipment to help them observe carefully. 	<p>Identifying, Classifying, Recording and Presenting Data</p> <p>Children can:</p> <ul style="list-style-type: none"> use simple features to compare objects, materials and living things; decide how to sort and classify objects into groups, giving scientific reasoning as to why; record and communicate findings in a range of ways; sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables. 	<p>Drawing Conclusions, Noticing Patterns and Presenting Findings</p> <p>Children can:</p> <ul style="list-style-type: none"> notice links between cause and effect; notice patterns and relationships; begin to draw simple conclusions; identify and discuss differences between their results; use simple and scientific language and understanding the meaning of this vocabulary; read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1; talk about their findings to a variety of audiences in a variety of ways.