



## Outdoor Learning Scheme of Work 2023-2024

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



## Outdoor Learning Scheme of Work 2023-2024

# Year 1

	Autumn Spring	Summer
<b>Outdoor Learning</b>	<p><b>Confident Constructors and Observers</b></p> <ul style="list-style-type: none"> <li>• To make a miniature shelter using natural materials.</li> <li>• To create a natural picture frame and discuss the properties of the natural materials that they have used (flexible or non-flexible)</li> <li>• To use natural materials to create artwork that they can talk about. (mud painting)</li> <li>• To make a miniature shelter using natural materials.</li> <li>• To discuss the weather and how it has an impact on the environment.</li> <li>• To identify deciduous and evergreen trees.</li> <li>• To build a waterproof shelter using tarpaulins.</li> <li>• To group materials according to their own criteria.</li> </ul>	<p><b>Outdoor Explorers</b></p> <ul style="list-style-type: none"> <li>• To observe and describe how seeds and bulbs grow.</li> <li>• To identify and name a variety of wild and garden plants.</li> <li>• To describe the plant structure (including trees)</li> <li>• To name and identify some trees in our grounds by using a simple ID guide.</li> <li>• To look after the animals, plants and creatures in their environment.</li> <li>• To discuss the weather and how it has an impact on the environment.</li> <li>• To know what humans and animals need to survive (water, food, air).</li> </ul>
<b>Working Scientifically</b>	<p><b>Asking Questions and Carrying Out Fair and Comparative Tests</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• explore the world around them, leading them to ask some simple scientific questions about how and why things happen.</li> <li>• begin to recognise ways in which they might answer scientific questions.</li> <li>• carry out simple practical tests, using simple equipment.</li> <li>• experience different types of scientific enquiries, including practical activities.</li> </ul>	

**Observing and Measuring Changes**

Children can:

- 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.

**Drawing Conclusions, Noticing Patterns and Presenting Findings**

Children can:

- 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.

**Identifying, Classifying, Recording and Presenting Data**

Children can:

- 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.



## Outdoor Learning Scheme of Work 2023-2024

# Year 2

Autumn Spring

Summer

**Outdoor Learning**

**Focus on den building and constructing Survival skills**

**Working Scientifically**

**Confident constructors**

- 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.

**Survival skills**

- 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.

**Outdoor explorers**

- 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.

**Asking Questions and Carrying Out Fair and Comparative Tests**  
Children can:

- 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.

### **Observing and Measuring Changes**

Children can:

- 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.

### **Identifying, Classifying, Recording and Presenting Data**

Children can:

- 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.

### **Drawing Conclusions, Noticing Patterns and Presenting Findings**

#### **Findings**

Children can:

- 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.