



Intent, Implementation and Impact

Long Term Plans & Progression

EYFS, KS1 and KS2 - September 2026



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

Intent

Outdoor Education

Intent

“Education in its broadest sense is not just about delivering a curriculum. It is about giving children the chance to extend their life skills. It is about developing their confidence. It is about developing their resilience and sense of responsibility. And let us not forget - it is about the enjoyment, engagement and excitement about venturing out into the real world, with all its capacity for uncertainty, surprise, stimulation and delight.”

Tim Gill (2010)

Nothing Ventured - Balancing risks and benefits in outdoor learning

Outdoor Education

Intent

Outdoor Learning embraces an approach to learning that:

- Involves being outdoors as a central part of education.
- Is open to all.
- Seeks to use the outdoor environment as a vehicle for transferring the experience into knowledge skills, attitudes and behaviours.
- Frequently has a challenging, adventurous element.
- Often involves some physical activity.
- Always respects the natural environment.

At The Upper Nidderdale Primary Federation, we aim to maximise the positive impact that outdoor experiences have upon children and young people. As stated in the English Outdoor Council review - 'High Quality Outdoor Education', "All young children should have access to frequent, continual and progressive experience of outdoor learning. We believe that active children perform better in school and in later life. Engaging in the wide spectrum of experiences available through outdoor learning provides opportunities for young people to achieve at the very highest level.

Outdoor Education

Intent:

In 'High Quality Outdoor Learning,' the Ten Key Outcomes for pupils are:

1. Enjoy participating and reflecting in outdoor activities and adopt activities and adopt a positive attitude to challenge and adventure.
2. Are enhancing their overall well-being by gaining personal confidence and developing character and resilience through taking on challenges and achieving success.
3. Are developing their self-awareness and social skills, and their appreciation of the contributions and achievements of themselves and others.
4. Are becoming alive to the natural local and global environment and understand the importance of conservation and sustainable development.
5. Are acquiring and developing a range of skills in outdoor activities, fieldwork, exploration, journeys and expeditions.
6. Are demonstrating increased initiative and innovation, enthusiasm, curiosity, self-reliance, responsibility, perseverance, tenacity and commitment.
7. Are developing and extending their key skills of communication, problem solving, creativity, critical thinking, leadership and co-operation.
8. Are learning to appreciate the benefits of physical activity and the lifelong value of participation In healthy leisure activities and reflection.
9. Are displaying an increased motivation and appetite for self-directed learning that is contributing to raised levels of attainment in other aspects of their development , as well as becoming concerned, responsible and fulfilled citizens.
10. Are broadening their horizons and becoming open to a wider range of employment opportunities and life chances.

Implementation

Outdoor Education

Implementation

Our children follow a carefully structured Forest School curriculum which has been devised to ensure children know more, do more and remember more as they progress through our school. Its content is supported by advice, requirements and guidelines presented in Forest School Guidance and involves a teaching delivery which holds to six key principles that shape and govern the Forest School ethos.

These six principles are:

1. Regular sessions, rather than one-off or infrequent visits; a cycle of planning, observation, adaptation and review links each session.
2. It takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
3. It uses a range of learner-centred processes to create a community for being, development and learning.
4. It aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
5. It offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
6. It is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

Outdoor Education

Implementation

Our to outdoor learning is that children participate in blocks of lessons across the academic year which ensures children have opportunities for sustained periods of study and have time to embed and enhance their learning.

Detailed medium-term planning supports learning, ensures continuity and carefully plans for progression and depth. Children have opportunities to use high quality resources and materials to support their learning in the carefully designed Forest School areas on the school site. Our curriculum covers learning around several key themes over the academic year.

- **Half Term 1 – Creative Development**
- **Half Term 2 – Recognising Seasonal Change and Observing Weather**
- **Half term 3 - Den Building**
- **Half Term 4 - Introducing Tools**
- **Half Term 5 - Recognising Flora and Fauna in the local area (and revisiting seasonal change)**
- **Half Term 6 – Campfire Cooking**

Impact

Outdoor Education

Intent

'High Quality Outdoor Education', focuses on ten key outcomes for outdoor learning. These are;

- 1) Enjoyment
- 2) Confidence and Character
- 3) Health and well-being
- 4) Social and emotional awareness
- 5) Environmental awareness
- 6) Activity skills
- 7) Personal qualities
- 8) Skills for life
- 9) Increased motivation and appetite for learning
- 10) Broadened horizons

Outdoor Learning lends itself to dynamic models of learning that can be used to deliver beneficial outcomes, in high quality outdoor learning, young people are encouraged to engage in the planning of their outdoor activities and take maximum ownership whilst participating.

Outdoor Education

Impact

Outcome 1 Indicators Enjoyment

Do pupils;

- ❖ Enjoy being outdoors?
- ❖ Talk positively about their experiences?
- ❖ Want to repeat experiences now or after reflection?
- ❖ Opt into experiences and participate fully?
- ❖ Encourage their friends to take part?
- ❖ Take advantage of residential opportunities offered to them?

Outdoor Education

Impact

Outcome 2 Indicators Confidence and Character

Do pupils;

- ❖ Overcome their apprehensions to take part in challenge activities?
- ❖ Want a second go at things that found challenging the first time?
- ❖ Develop resilience through perseverance where they felt they could not succeed?
- ❖ Feel proud of what they have achieved?
- ❖ Talk openly about their successes and their failures?
- ❖ Feel positive about themselves - have a 'can do' attitude?
- ❖ Display growing social confidence?
- ❖ Feel that they can make a positive contribution to the success of their group?

Outdoor Education

Impact

Outcome 3 Indicators Health and Wellbeing

Do pupils;

- ❖ Have a positive self-image?
- ❖ Talk about the benefits of their health through participation in physical outdoor activities?
- ❖ Adopt a healthy lifestyle, including healthy eating appropriate to the demands of their activities?
- ❖ Want to continue their interest in outdoor activities beyond school and into adult life?
- ❖ Understand that exercise is required to keep healthy?
- ❖ Understand the link between physical and emotional well-being.

Outdoor Education

Impact

Outcome 4 Indicators Social and Emotional Awareness

Are pupils;

- ❖ Learning to recognise their own and others' strengths and current limitations, valuing the contributions of others?
- ❖ Willing to trust others and accept their support, while recognising when others need support and willingly offering theirs?
- ❖ Treating each other with tolerance and respect, challenging intolerance where necessary?
- ❖ Recognising and modifying aspects of their behaviour that adversely affect the group?
- ❖ Recognising and applauding the achievements of others, regardless of how these compare with their own?
- ❖ Taking on roles of responsibility for their own safety as well as that of others?

Outdoor Education

Impact

Outcome 5 Indicators Environmental Awareness

Do pupils:

- ❖ Experience a range of different environments in different conditions?
- ❖ Understand the impact of human activities on the environment?
- ❖ Demonstrate care for the environment through their own actions?
- ❖ Develop an interest in wider issues of sustainable development?
- ❖ Appreciate and draw inspiration from the natural environment?
- ❖ Understand the impact of activities on the local environment and economy?
- ❖ Experience 'awe and wonder' in response to the natural beauty of wild environments?

Outdoor Education

Impact

Outcome 6 Indicators Activity Skills

Do pupils:

- ❖ Develop physical skills that they adapt and apply effectively in outdoor learning?
- ❖ Develop relevant mental skills, such as determination, co-operation, resilience?
- ❖ Acquire and develop appropriate technical knowledge and skills?
- ❖ Recognise the value of training and practice in developing skills and improving performance?
- ❖ Respond positively in challenging environments (such as darkness or inclement weather)?

Outdoor Education

Impact

Outcome 7 Indicators Personal Qualities

Do pupils:

- ❖ Get actively involved in the planning of outdoor activities?
- ❖ Undertake appropriate tasks with minimum levels of supervision and increasing independence?
- ❖ Demonstrate initiative in overcoming obstacles to their progress?
- ❖ Try hard to succeed at activities they find physically or emotionally challenging?
- ❖ Persevere with good humour in the face of discomfort, such as fatigue?
- ❖ Take responsibility for their own safety and the safety of others?
- ❖ Take on positions of responsibility?

Outdoor Education

Impact

Outcome 8 Indicators Skills for Life

Do pupils:

- ❖ Listen to instructions and respond accordingly?
- ❖ Come up with ideas and are able to express them?
- ❖ Understand the importance of listening to the ideas and opinions of others?
- ❖ Work co-operatively in planning activities and solving problems?
- ❖ Willing to try a variety of ideas in order to find out what will work?
- ❖ Vary and adapt what they do in response to changing circumstances?
- ❖ Understand how team members take on different roles to achieve success?
- ❖ Show an ability to take on a position of responsibility and leadership roles where appropriate?
- ❖ Show an ability to take a step back and allow others to take a leadership role?

Outdoor Education

Impact

Outcome 9 Indicators

Increased motivation and appetite for learning

Do pupils:

- ❖ Always aim to achieve their best?
- ❖ Show a desire for new challenges and learning experiences?
- ❖ Display good or improving behaviour?
- ❖ Talk positively about learning and taking part in outdoor education?
- ❖ Participate in a variety of aspects of school life?
- ❖ Draw inspiration from their outdoor learning in other subjects?

Outdoor Education

Impact

Outcome 10 Indicators Broadened Horizons

Do pupils:

- ❖ Show that they are becoming more aware of different environments and cultures?
- ❖ Show that they are becoming more open minded?
- ❖ Respond to opportunities to volunteer their time to help others?
- ❖ Always aim higher and aspire to achieve more in life?

Federation Fifty

We want our pupils to lead a fulfilling life. We want them to enjoy learning, to read for pleasure, to be excited by music and drama, to be curious about the world and people around them.

We believe that it is important that children have the chance to try things out, to get a taste of the world around them, to see and do things that they wouldn't normally do or go to places they wouldn't normally go and to meet people they wouldn't normally meet.

These things are important because a world-class education is about much more than qualifications: it's also about your character and wellbeing. We develop our character from taking on challenges and pursuing our interests, by doing things that are worth doing even when they are difficult, and which may not give us an immediate reward.

Opportunities to fulfill some of the Federation Fifty challenges in Outdoor Learning are highlighted.

Therefore, we have introduced our Federation Fifty Challenge to give children a variety of experiences during their time in The Upper Nidderdale Primary Federation. Children will be given opportunities to complete these challenges throughout their time at primary school.

1 Take part in a play or show	2 Learn to sew on a button.	3 Fly a kite.	4 Visit an art gallery.	5 Meet your local MP and ask them a question.	6 Build a den.	7 Prepare and go on a picnic.
8 Visit a castle.	9 Make leaf rubbings.	10 Explore inside a cave.	11 Borrow a book from the library.	12 Plan and cook a meal.	13 Pick up litter in your local area.	14 Cook outdoors.
15 Make something to sell and make some money.	16 Visit Brimham Rocks.	17 Sleep away from home.	18 Use public transport.	19 Paddle in the sea.	20 Care for an animal.	21 Go orienteering.
22 Bake a cake.	 Federation Fifty Challenge 					23 Visit a museum.
24 Design and make a board game.	25 Give a presentation to your class about something you are interested in.	26 Raise money for charity.	27 Take part in a vote-democracy.	28 Visit a place of worship from a religion different to your own.	29 Make something to sell and make some money.	30 Learn to ride a bike.
31 Visit The Houses of Parliament.	32 See the sunset.	33 Represent your school at a sporting event.	34 Learn First Aid.	35 Eat something you have grown.	36 Campaign about something.	37 Go on a bug hunt.
38 Learn the names of trees in the local area.	39 See the sunrise.	40 Organise a tea party for parents.	41 Walk to the top of Guisecliffe hill.	42 Take part in a debate.	43 Visit a large city.	44 Create a mosaic.
45 Visit Nidderdale Museum.	46 Swim outside.	47 Take part in a treasure hunt.	48 Try yoga.	49 Create your own piece of music.	50 Play a musical instrument.	

Progression in Outdoor Learning

Our Outdoor Attitudes and Skills are based upon the Ten Key Outcomes of Outdoor Learning from 'High Quality Outdoor Learning' from The English Outdoor Council.

Outdoor Learning Progression

Safety

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can listen to the Outdoor Education rules and follow them, with adult support. I can begin to follow safety procedures, with adult support (e.g. stick safety, moving/lifting objects etc)	can listen and know to the Outdoor Education rules and follow them, with adult support. I can say and follow some of the safety procedures, with adult support (e.g. stick safety, moving/lifting objects etc)	I can retell and carry out the Outdoor Education rules and safety procedures (e.g. moving/lifting objects) I can say where the boundaries are and remain within them.	I can explain and adhere to the Outdoor Education rules and safety procedures. I can say where the boundaries are and explain why I should remain within them.	I can retell and adhere to the Outdoor Education rules and safety procedures. I can identify where the forest boundaries are and say why they are important. I can remain within the boundaries.	I can tell new children and remind others of safety rules and procedures if needed. I can explain the boundaries to new children. I can remain within the boundaries and extended boundaries.	I can remind and support others and new pupils with the safety rules and procedures. I can be involved in deciding the forest boundaries and extended boundaries and remain within them.	I can adhere to rules and safety procedure without reminders and support my peers (including new pupils) I can take a leadership role in deciding the forest boundaries and extended boundaries and remain within them without boundary markings.

Outdoor Learning Progression

Risk Management

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can begin to carry a stick carefully, with adult support. I can show awareness of risk – nettles, brambles, terrain, with adult support	I can carry a stick carefully and safely. I can show awareness of risk – nettles, brambles, terrain, with adult support.	I can look and think about my surroundings. I can begin to identify dangers and risks – nettles, brambles, terrain.	I can listen and follow all instructions and ask questions about anything I am unsure of. I can keep myself and my friends safe.	I can show understanding of health and safety issues. I can identify risks and ways to reduce them. I can follow and practice safety rules and routines.	I can risk access sites and individual activities. I can follow instructions to use equipment independently. I can show increasing awareness for my own and others' safety.	I can carry out my own dynamic risk assessments for activities and using specific tools. I can plan activity including risk accessing site and equipment. I can work collaboratively in a group to ensure the safety of the team	I can differentiate between hazard and risk. I can plan and prepare an outdoor activity day, incorporating weather conditions, equipment, a variety of boundaries and the safety concerns. I can give safety briefings to new group members, younger children and visitors.

Outdoor Learning Progression

Geographical and Navigation Skills

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can explore the schools grounds and notice different parts of the outdoor environment . I can play hide and seek and hunting games around the Outdoor Education area and school grounds	I can explore the schools grounds and notice different parts of the outdoor environment. I can play games in the outdoor environment. I can use a map to follow a treasure trail around the Outdoor Education	I can use a map and follow a tree trail at Outdoor Education. 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.	I can use a map of the school grounds and identify parts of the Outdoor Education area to find hidden clues. 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	I can demonstrate understanding of the concept of a basic map. I can navigate my way around a simple orienteering course in a pair/ small group.	I can recognise features and symbols on the map. I can understand how to orientate the map. I can navigate my way around a simple orienteering course in a pair/ small group.	I am developing my orienteering skills. I can orientate a map, follow a course, and recognise relevant map symbols	I am developing expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols

Outdoor Learning Progression

Confidence and Self-esteem

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I am willing to have a go and try new experiences , with adult support.	I am willing to have a go and try new experiences. I am developing a 'can do' attitude to challenges.	I have a 'can do' attitude to challenges and I am willing to have a go and try new experiences .	I have a 'can do' attitude to challenges and I am keen to have a go at new things, learning new skills and becoming more confident.	I can take increasing responsibility for myself and develop awareness for others.	I can manage my emotions using the coloured Zones of Regulation system, be more resilient and develop empathy.	I can talk about my own feelings and emotions in a familiar group.	I can share and communicate ideas confidently and offer support to others.

Outdoor Learning Progression

Teamwork and Problem Solving

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
can enjoy playing alongside my friends at Outdoor Education, with adult support. I can take turns and share resources, with support from an adult.	I can enjoy playing and creating with my friends at Outdoor Education, with adult support. I can take turns and share resources. I can work with a friend to carry a long stick or roll a heavy log.	I can begin to work with a partner to achieve a goal e.g. creating a piece of natural artwork or building a mini den, with support from an adult. I can work with a friend to carry a long stick or roll a heavy log safely	I can work with a partner or small group to achieve a goal e.g. building a den. I can work with a friend to carry a long stick or roll a heavy log safely and talk about the best way to carry out the task.	I can share my skills and knowledge and show respect for others' point of view.	I can treat conflict as an opportunity to hear about new ideas and opinions and work to resolve problems	I can plan and negotiate with others appropriately and work effectively to solve problems.	I can collaborate and use my skills and experience to contribute to and reflect on the success of a shared goal

Outdoor Learning Progression

Environmental and Nature Skills - 1

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can experience and enjoy different types of weather and talk about what clothes we should wear. I can talk about what I notice at outdoors eg. Birds, berries on the trees.	I can experience and enjoy different types of weather and talk about the changes in the Seasons observed in the Natural Environment I can observe and talk about the living things found at in my local area, both plants and animals.	I can notice and talk about the changes in the Seasons that I observe in the Natural Environment. I can carefully observe and talk about the plants I notice, name a few of them and know the difference between wild and garden plants.	I can notice and talk about the changes in the Seasons that I observe. I can hunt for mini-beasts and name some mini-beasts. I can begin to talk about where they live and why they might live there.	I can observe and know how to appreciate the natural world and the changing seasons. I can search for mini beasts and carefully observe them. I can talk about the characteristics of their habitats. I can know how to take care of the Natural Environment around our school.	I can understand what improves and harms the natural environment and identify ways people can look after it. I can compare life in a pond with life on the land and understand ecosystems and food chains)	I am developing an awareness of the impact humans have on the natural world, both positive and negative. I can think about ways to improve and contribute to improving our the Natural Environment around our school e.g. litter picking, tree planting	I am aware of the negative impact that humans can have on the natural world and that we need to make changes to protect our local environment and beyond. I can monitor animal species through pond dipping and bug hunting

Outdoor Learning Progression

Environmental and Nature Skills - 2

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can hunt for minibeasts and I am able to name some minibeasts found in our Outdoor Education. I know that I must take care of the plants and animals.	I can take care of our Natural Environment by knowing to not damage plants and trees or squash minibeasts.	I can begin to notice the difference between different sorts of tree, by looking at the shape of their leaves. I can name some different British trees. I can talk about the difference between evergreen and deciduous trees and identify them.					I can contribute to looking after the local flora and fauna by taking part in Citizen science – surveying plant and animal species, litter picking and tree planting.

Outdoor Learning Progression

Shelter Building - 1

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduction to basic shelter building I can join in putting up a tarp shelter, helping an adult with the tarpaulin, ropes, string, bungees, pegs. I can enjoy playing in a den, role playing, resting and singing songs. materials.	introduction to basic shelter building I can join in putting up a tarp shelter, helping an adult with the tarpaulin, ropes, string, bungees, pegs. I can enjoy playing in a den, role playing, resting and singing songs.	can build a tripod den, with adult support. (Mini-den building for animal/toy.) I can build a shelter using tarps, pegs and natural materials.	can build a lean-to shelter, with adult support. I can build a shelter using tarps, pegs and natural materials. I can begin to use paracord to secure tarpaulins when building shelters. I can think about how to make my den waterproof.	I can build a lean-to shelter independently. I can create shelter from tarps, beginning to use knot-tying skills, with some adult support. I can compare and evaluate the shelters	I can design and build shelters using tarpaulin and materials found in a woodland. We can work successfully in a group, having considered and evaluated each members' contributions. I can compare and evaluate the shelters	I can create a tipi shelter with camouflage. We can work successfully as a group. I can compare and evaluate the shelters.	Shelter building challenge – working in teams the children plan, build and evaluate their shelters (recap the different ways to build shelters) Work successfully as a group. Compare and evaluate the shelters.

Outdoor Learning Progression

Shelter Building - 2

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can build a mini den for animals or small toys, using natural materials.			I can talk about what worked well and plan how to make my den better next time				

Outdoor Learning Progression

Knots

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can help adults with ropes, paracord and string. I can experiment tying knots with string.	I can help adults with ropes, paracord and string. I can experiment tying knots with string.	Introduction to basic knots I can have a go at tying knot, with adult support.	More sophisticated use of knots for attaching to structures to structures and trees I can use a knot to build a shelter, with adult support.	More sophisticated use of knots for attaching to structures to structures and trees I can begin to tie knots with some adult support to build a shelter	More sophisticated use of knots for attaching to structures to structures and trees. I can tie knots with some adult support to build a shelter.	More sophisticated use of knots for attaching to structures to structures and trees I can begin to tie knots independently to build a shelter	More complex knots and ability to select the correct knot for the job. I can tie knots independently to build a shelter.

Outdoor Learning Progression

Tools - 1

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can experiment safely with basic real tools I can carry and store my tools safely I can use tools within the safety of a 'blood bubble' (two arm's length plus the tool)	can use basic tools safely I can carry and store my tools safely I can mark my own 'blood bubble' with my foot or stick and work within it	can confidently use basic tools appropriately. I know and can follow safety procedures about carrying, storing and using tools (including 'blood bubble') I can use the peeler and gloves to peel and whittle sticks, with adult support	I can to use basic tools for more complex tasks. I can explain and follow safety procedures about carrying, storing and using tools (including 'blood bubble'). I can use a bow saw (1:1) to cut a wood cookie. I can use a palm drill to drill a hole in a wood cookie. I can use a peeler and glove to whittle a stick	I can use a wider range of tools for different tasks. I can continue to use basic tools safely to construct items. I can use secateurs for cutting Elder beads.	I can use a wide range of tools safely and explain the appropriate tool for the task I can use loppers for cutting willow.	I can explain and use the appropriate tools to use for a task, clean tools and store safely. I can design and make a woodcraft project, using tool skills previously learnt. I can choose the appropriate tool for the job	I can mentor and explain how to use tools safely, maintain and store all tools. I can plan, design and make a woodcraft project, using tool skills previously learnt and sourcing materials from within the woodland.

Outdoor Learning Progression

Tools - 2

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digging - Trowels, forks, spades etc. Tools – mallets (for pegs and hapa zome), Cutting - scissors	Digging - Trowels, forks, spades etc. Tools – mallets (for pegs and hapa zome), Cutting - scissor	Trowels, forks, spades, mallets, scissors. Peeler & glove for whittling	Trowels, forks, spades, mallets, scissors, peeler for whittling . Bow saw (1:1), palm drill	Trowels, forks, spades, mallets, scissors, peeler for whittling, bow saw (1:1), palm drill Secateurs	Trowels, forks, spades, mallets, scissors, peeler for whittling, bow saw (1:1), palm drill Secateurs, loppers	Trowels, forks, spades, mallets, scissors, peeler for whittling, bow saw (1:1), palm drill, secateurs, loppers	Trowels, forks, spades, mallets, scissors, peeler for whittling, bow saw (1:1), palm drill, secateurs, loppers

Outdoor Learning Progression

Fire and Fire Safety - 1

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know and can follow the fire safety rules, with adult support. I can observe and talk about the fire, using all my senses. I can collect sticks for the fire, using parts of my body to measure length and thickness.	I know and can follow the fire safety rules, with adult support. I can observe and talk about the fire, using all my senses. I can collect sticks for the fire, using parts of my body to measure length and thickness.	I can tell you and follow the fire safety rules, with adult support. I can collect fuel for the fire, beginning to know what size sticks would be good for which stage of the fire. I can observe and talk about how a fire is lit, using a fire striker	can explain and follow the fire safety rules, with adult support. I can experience using a fire strikers to create a spark. I can light a piece of cotton wool (fairy pillow) using a fire striker. I can begin to understand the fire triangle (heat, fuel, oxygen)	I can explain and follow the fire safety rules, with some adult support. I can light a piece of cotton wool (fairy pillow) using a fire striker, and keep it going, using my knowledge of the fire triangle. I can light a fire in a Kelly kettle and make hot chocolate.	I can explain and follow the fire safety rules, with some adult support. I can gather different fuels for different stages of a fire, with support. I can use my knowledge of the fire triangle to light a fire, keep it going and use it to cook a simple stew.	I can explain and follow the fire safety rules, with adult supervision. I can gather different fuels for different stages of a fire. I can lay a fire, light it and keep it going (fire triangle) I can cook a snack on the fire. I can make charcoal on a fire.	I can explain and follow the fire safety rule and mentor others using the fire, with adult supervision. I can plan safety measures for lighting a fire (with adult supervision) I can gather kindling and wood for the fire, light a fire and keep it going and then safely extinguish the fire (fire triangle)

Outdoor Learning Progression

Fire and Fire Safety - 2

Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can toast a marshmallow on a fire, with adult support.	I can toast a marshmallow on a fire, with adult support.	I can toast a marshmallow on a fire, with adult supervision/support.					I can plan and cook a snack/meal on the fire.

SEND Adaptions in Outdoor Education

SEND Adaptions for Outdoor Education

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
Use of equipment	Teachers will ensure that pupils are aware of what will be happening in the lesson and organise a safe are for the pupil to use if the lesson, or environment, become overwhelming. Ear defenders will be provided if there is any sensitivity to outside noises. Sensory needs will be considered when touching materials such as soils or sand.	Cognitive Overload	Teachers to provide rest breaks where necessary. Teachers to ensure that language is clear, unambiguous and accessible – picture prompts if necessary. . . .

SEND Adaptions for Outdoor Education

Sensory and Physical		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
Fine motor skills/physical difficulties.	Teachers will ensure that access to the lesson is not hindered by equipment. Adaptions and support will be provided.	Low self-esteem i	Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem.

Long Term Planning in Outdoor Education

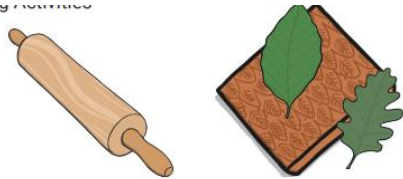
**Half
Term 1**

**Creative
Development**

Half Term 1 - Creative EYFS

Lesson One Leaf Prints

Learning objectives



Leaf Prints

Lesson Two Nature picture frames



Lesson Three Nature wands



Lesson Four Nature Frames



Lesson Five Mud kitchen recipes



Lesson Six Larvae scale weaving



Half Term 1 - Creative Key Stage One

Lesson One Bark rubbings



Lesson Two Autumnal headband



Lesson Three Nature faces



Lesson Four Twig weaving



Lesson Five Nature figures



Lesson Six Nature watercolours



Half Term 1 - Creative Lower Key Stage Two

Lesson One Natural paintbrushes



Lesson Two Outdoor games



Lesson Three Nature mandalas



Lesson Four Andy Goldsworthy



Lesson Five Clay faces



Lesson Six Clay creatures

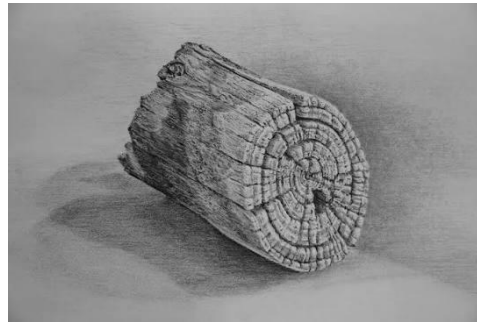


Half Term 1 - Creative Upper Key Stage Two

Lesson One Natural collage



Lesson Two Sketching natural objects in the environment



Lesson Three Antony Gormley - The Angel of the North - sculptures in nature



Lesson Four Antony Gormley - Clay figures - Crosby



Lesson Five Nature Weaving



Lesson Six



Half Term 2

**Working Together
& Problem Solving**

Half Term 2 - Stick Man

EYFS

Lesson One

Stick Man's moves

Time to complete: 30 minutes

Recommended for: KS1 and EYFS

National Curriculum links:

- KS1 PE - perform dances using simple movement patterns
- EYFS Physical development

Lesson Two

Season spotters

Time to complete: 15 minutes

Recommended for: KS1 and EYFS

National Curriculum links:

- Year 1 Science – seasonal changes
- KS1 Geography – seasonal patterns
- EYFS Understanding the world
- EYFS Personal, social and emotional development

Lesson Three

Exploring emotions

Time to complete: 30 minutes

Recommended for: KS1 and EYFS

National Curriculum links:

- KS1 PSHE – mental health and emotional wellbeing
- EYFS Personal, social and emotional development

Lesson Four

Not just a stick!

Time to complete: 30 minutes

Recommended for: KS1 and EYFS

National Curriculum links:

- Year 1 and 2 English – vocabulary
- Year 1 Science – structure of trees, working scientifically
- EYFS Understanding the world
- EYFS Communication and language

Lesson Five

Tree flag art

Time to complete: 45 minutes

Recommended for: KS1 and EYFS

National Curriculum links:

- KS1 Art and design - produce creative work, exploring their ideas and recording their experiences
- Year 1 Science - tree identification
- EYFS Expressive arts and design
- EYFS Understanding the world

Lesson Six

Woodland habitat

Time to complete: 45 minutes

Recommended for: KS1

National Curriculum links:

- Year 2 Science - living things and their habitats
- Year 1 Science - identify and name a variety of common animals

Half Term 2 - Working with Others

Key Stage One

Lesson One

Partner Activities: Taking Turns

I can send and receive equipment and be fair when taking turns with a partner.

Lesson Two

Partner activities: Developing communications

I can communicate successfully with a partner so that we can move together.

Lesson Three

Partner activities: Solving Problems

I can complete challenges and solve problems with a partner.

Lesson Four

Partner Activities: Playing against each other

I can play against a partner, following the rules, ensuring we both succeed and have fun.

Lesson Five

Partner activities: scoring points with a partner

I can cooperate successfully with a partner to practice and score points,

Lesson Six

Partner activities: Solving Problems

I can cooperate with a partner and compete against others in a game,

Half Term 2 - Solving Problems

Lower Key Stage Two

Lesson One

**Solving problems by
cooperating in pairs**

**I can work together with
others to use a key
correctly on a map to help
me navigate.**

Lesson Two

**Solving problems with
communication and
Trust**

**I can improve my ability
to work with others by
communicating and
collaborating effectively.**

Lesson Three

**Solving problems using
leadership and
motivation**

**I can collaborate with
others and recognise the
importance of motivating
teammates.**

Half Term 2 - Geography - Orienteering

Upper Key Stage Two

Lesson One

**Introducing maps
working together**

**I can work together with
others to use a key
correctly on a map to help
me navigate.**

Lesson Two

**Using a map to follow a
route**

**I can use a map with
other members of my
group to follow a specific
route.**

Lesson Three

**Orientating a map to
locate points**

**I can orientate a map,
locate points on the map
and then record what I
find on those points.**

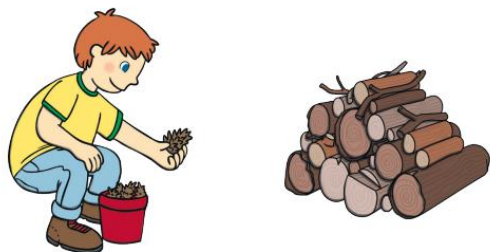
Half Term 3

**Problem solving
and team work**

Half Term 3 - The World Around US

EYFS

Lesson One



Animal Habitat

Lesson Two

ctivities



Musical Nature

Lesson Three

door Learning Activities



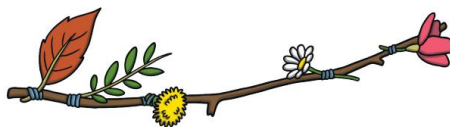
What's in Your Circle?

Lesson Four



I Spy

Lesson Five



Journey Sticks

Lesson Six

utdoor Learning Activities



Collection Game

Half Term 3 - Working with Others

Key Stage One

Lesson Seven

**Team Activities:
Playing fairly in
groups**

**I can successfully send
and receive equipment as
part of a team.**

Lesson Eight

**Team Activities:
Developing
communication**

**I can communicate
successfully with a team
to complete tasks**

Lesson Nine

**Team Activities: Solving
Problems**

**I can work with a team
and solve problems**

Lesson Ten

**Team Activities:
Cooperating
successfully**

**I can complete tasks
through teamwork by being
cooperative.**

Lesson Eleven

**Team Activities:
Cooperating in a team
game**

**I can cooperate in a team
and follow the rules of the
game**

Lesson Six

**Team Activities:
Decision making in a
team game**

**I can cooperate in a game
to help my team succeed,**

Half Term 3 - Solving Problems

Lower Key Stage Two

Lesson Four

**Solving problems with
a team**

**I can work effectively
with my team to ensure we
collaborate successfully.**

Lesson Five

**Solving problems by
working together to
score points**

**I can help my team devise
a strategy for success.**

Lesson Six

**Solving problems with
good teamwork in a
challenge**

**I can collaborate
effectively with my team
to devise a successful
strategy.**

Half Term 3 - Orienteering

Upper Key Stage Two

Lesson Four

**Following a set route
using a map**

**I can orientate a map and
locate points on the map in
a set order to complete
the orienteering course.**

Lesson Five

**Collaborate effectively
to complete a timed
course**

**I can orientate a map and
find points in order to
reach as many as possible
within the time limit.**

Lesson Six

**Orienteering
Competition**

**I can work closely with my
team to apply my
orienteering skills in order
to try and win the
orienteering competition.**

Half Term 4

**Personal Development
– Trails, Trust,
Leadership and
Teamwork**

Half Term 4 - Leaves and Trees

EYFS

Lesson One Leaf People



Lesson Two Tree Spotters - naming trees



Lesson Three I spy leaves



Lesson Four Leaf detectives



Lesson Five Tree Spotter Walk



Lesson Six Consolidate learning from this half term

Half Term 4 - Team Building

Key Stage One

Lesson One

Working as a Team

I can work as part of a team and understand why it is important to include everyone.

Lesson Two

Working Together: Including everyone

I can work effectively as part of a team by including everyone in order to successfully complete challenges.

Lesson Three

Trust and Communication

I can communicate well with others and show trust in order to become a successful team member.

Lesson Four

Roles & Responsibilities

I can carry out different roles and responsibilities within a team

Lesson Five

Cooperation & Communication

I can cooperate and communicate well to successfully complete challenges as a team

Lesson Six

Showing respect through listening

I can listen to others and be respectful of their ideas.

Half Term 4 - Leadership

Lower Key Stage Two

Lesson One

Create and use
simple tactics
through team
challenges

I can create simple tactics
and work well as part of
an effective team to
complete challenges.

Lesson Two

Leadership

I can develop and
demonstrate leadership
qualities when working as
part of a team.

Lesson Three

Communication

I can communicate
effectively with my
teammates and develop
different ways of
communicating.

Half Term 4 - Leadership

Upper Key Stage Two

Lesson One

Effective Leaders

I can identify the attributes of an effective leader and lead small activities for my peers.

Lesson Two

Communicating as a leader

I can communicate effectively and understand why communication is important as a leader.

Lesson Three

Introduce the STEP principle focussing on space

I can explain the STEP principle and why space is important in an activity.

Half Term 5

**Personal Development
– Teamwork and
Communication**

Half Term 5 - Forestry Commission Great Outdoors EYFS

Lesson One Physical and Humans features of the forest



Lesson Two Making Maps



Lesson Three

Activities
All about animals

Lesson Four

Product 1

Design criteria: design and make a picture frame from natural materials, for a picture of an animal or character from a story

Lesson Five

Product 2

Design criteria: Imagine you are a mouse, design and make a sound maker (or percussion instrument) that you can use to warn your friends that a predator is coming

Lesson Six

Product 3

Design criteria: design and make a nest to keep a forest bird warm

Half Term 5 - Team Building

Key Stage One

Lesson Seven

Showing respect by supporting and encouraging others

I can show respect to others and support and encourage their best efforts.

Lesson Eight

Helping my teammates

I can reflect and try new ideas to solve a problem and help my teammates.

Lesson Nine

Using simple strategies

I can explore and apply strategies to improve our team's performance when completing challenges.

Lesson Ten

Collaborating successfully when playing a simple game

I can collaborate with others in my team to successfully compete in simple games.

Lesson Eleven

Working together and completing as a team

I can work together with my team to create and apply strategies to solve a problem.

Lesson Twelve

Collaborating in teams

I can collaborate effectively and take responsibility within a team to help increase our success in competitive games.

Half Term 5 - Leadership

Lower Key Stage Two

Lesson Four

Communicating as a team

I can solve problems by working and communicating within my team in order to be successful.

Lesson Five

Collaborate effectively as a team

I can apply simple tactics to complete challenges by collaborating and communicating effectively as a team,

Lesson Six

Communicating to create tactics as a team

I can collaborate and communicate effectively in a team to create simple attacking and defending tactics.

Half Term 5 - Leadership

Upper Key Stage Two

Lesson Four

Focusing on the task

I can explain the STEP principle and understand the need to adapt a task in a game situation.

Lesson Five

Organising people

I can understand ways of organising people into teams and make sure that everyone is included.

Lesson Six

Using equipment to adapt a task

I can understand how equipment can affect the task when I am in charge of leading a game.

Half Term 6

**Tools and
Fire Safety**

Half Term 6 - EYFS

Lesson One



Lesson Two

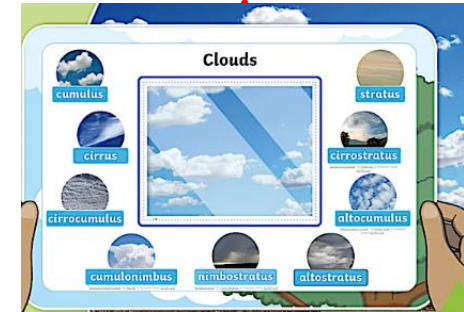
Bug Hotel

Activity

Make a bug hotel using recycled materials. What kind of bugs do you think will come to your bug hotel?



Lesson Three



Lesson Four

Planting bedding plants and weeding

Lesson Five

Outdoor Picnic

Lesson Six

Half Term 6 - Key Stage One

Sticks and Stones

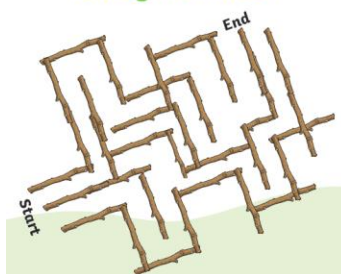
Lesson One

Get Building



Lesson Two

Design a Maze



Lesson Three

Play a Game



Lesson Four

Bug House

Create a bug house using different sizes sticks and bind them together with string or some long grass.



Lesson Five

Stick Letters

Write your name using sticks.



Lesson Six

What could this be...?

Find some interesting sticks.
What could they be used for? A sword? A tightrope? A guitar?



Half Term 6 - Cooking & Using Tools

Lower Key Stage Two

Lesson One

Whittling - using a vegetable peeler

Make a magic wand or wizard staff; you could decorate it with ribbon, string and paint.

Lesson Two

Whittle using a vegetable peeler

Whittle a simple marshmallow roasting fork for your next campfire

Lesson Three

Campfire

Making smores with roasting forks from previous week.

Lesson Four

Den building - work as a team

Half Term 5 - Leadership

Upper Key Stage Two

Lesson One

Whittling a small creature

Using tools, pupils whittle a stick character from wood - recap using vegetable peelers



Lesson Two

Whittling a small creature

Using tools, pupils whittle a small animal from wood - use other tools if ready



Lesson Three

Making campfire bread, Kelly kettle bacon sandwiches



Lesson 4 - Den building - as a team