



Henbury View First School

Outdoor Learning Progression of Knowledge









"The best classroom and the richest classroom is roofed only by the sky" *Margaret McMillan*

Intent

At Henbury View, we intend for every child to experience a high quality and bespoke Outdoor Learning curriculum, which aims to strengthen and deepen their understanding across many subjects as well as embed discrete Outdoor Learning skills. At the centre of our intent, is the exposure and teaching about natural environments to enable children to gain an understanding and respect for the natural world and all that which lives within it.

Experiences are planned to enrich and enhance the children's in-school learning experiences as well as teach six explicit Outdoor Learning skills. These threads are:

<p>Positive Attitudes</p> 	<p>Communication and Collaboration</p> 	<p>Making Learning Connections</p> 	<p>Using tools, equipment and the environment effectively</p> 	<p>Managing risks</p> 	<p>Care for the Environment, plants and animals</p> 
--	---	--	--	--	--

These threads give the children the opportunity to develop their imagination and creativity through exploration of the outdoors as well as developing resilience through challenging activities and working in all weathers. Pupils will also develop co-operation skills through teamwork. Children will leave Henbury, having a good understanding of nature, the world around us, growing plants and vegetables and will have contributed to the development of our school grounds and looking after the world around us.

Positive Attitudes for Outdoor Learning

Learning Intentions	EYFS	KS1	LKS2
I value the opportunity to learn outdoors	<p><u>Children in reception will be learning to:</u></p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> I am positive about learning outdoors and seek opportunities to do so 	<ul style="list-style-type: none"> I am a positive outdoor learner and can identify how learning outdoors has a positive impact on me
I am an adaptable outdoor learner		<ul style="list-style-type: none"> I build on prior experiences to learn outdoors to achieve different kinds of tasks, often with help 	<ul style="list-style-type: none"> I develop independence and reliability as an outdoor learner I apply my skills to new tasks to achieve success
I am a reflective outdoor learner		<ul style="list-style-type: none"> I recognise my strengths and weaknesses as an outdoor learner With guidance, I develop my skills 	<ul style="list-style-type: none"> When prompted, I evaluate my outdoor learning skills When I understand how, I make changes to improve
I expect the best of myself, whether outdoors or in		<ul style="list-style-type: none"> I learn outdoors with the same or better attitudes to learning as when learning indoors 	<ul style="list-style-type: none"> I can be relied upon to maximize outdoor learning time, following examples or instructions
I make a positive contribution to the environment and communities I engage in		<ul style="list-style-type: none"> With guidance, my impact on environments and communities I learn in is positive 	<ul style="list-style-type: none"> I recognise opportunities to improve environments and communities I learn in and - when safe to do so – I take these opportunities

Communication and Collaboration

Learning Intentions	EYFS	KS1	LKS2
I listen	<p><u>Children in reception will be learning to:</u></p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Ask questions to find out more and to check they understand what has been said to them 	<ul style="list-style-type: none"> I listen by utilising eye contact or moving closer to the speaker. This allows me to follow more complex instruction and to identify ambient sound sources 	<ul style="list-style-type: none"> I put myself in the most appropriate position to listen I follow and interpret instructions, clarify with questions where necessary and can identify different ambient sound sources
I observe and evaluate	<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen 	<ul style="list-style-type: none"> When prompted, I observe processes, demonstrations and environments Through collaboration, I identify greater detail I can compare and contrast key points/features 	<ul style="list-style-type: none"> When prompted, I make close observations of processes, demonstrations and environments. I question appropriately to improve my understanding. I can compare and contrast with greater detail.
I communicate verbally and non-verbally		<ul style="list-style-type: none"> I begin to alter my volume and position – accounting for the listener and the environment I’m in – in order to be heard I confidently use signs and signals to transmit or receive meaning 	<ul style="list-style-type: none"> Independently, I alter my volume and position so that I can be heard by my listener(s) despite the environment I’m in I utilise signs and signals to increase the efficiency and effectiveness of my communication
I work effectively with others to achieve a goal		<ul style="list-style-type: none"> I can collaborate with a wider group of peers than just my friends I listen and respond within group discussions and stay on-task to move towards achieving a goal I can take the lead at times, but also know when someone else is best placed to do so 	<ul style="list-style-type: none"> I collaborate within a group to good effect Sometimes, I need help to resolve conflict or overcome barriers I take turns, and support others to do the same I am able to work within deadlines or fixed parameters I am happy to lead when appropriate and demonstrate inclusivity

Making Learning Connections

Learning Intentions	EYFS	KS1	LKS2
I build on prior learning	<p><u>Children in reception will be learning to:</u></p> <ul style="list-style-type: none"> • Plan and think ahead about how they will explore or play with objects • Show goal-directed behaviour • Begin to correct their mistakes themselves 	<ul style="list-style-type: none"> • With support, I draw on past learning to move forwards in my skills and understanding when learning outdoors • Sometimes, learning outdoors improves or deepens my skills and prior understanding, through hands-on experience 	<ul style="list-style-type: none"> • Generally independently, I utilise prior learning or experience to improve outcomes when learning outdoors • I am able to recognise when previously learned theory or abstract learning is put into context during outdoor learning
I use outdoor learning to benefit my learning in the classroom		<ul style="list-style-type: none"> • When highlighted, outdoor learning helps me better understand abstract concepts and processes. This has a positive impact on my progress and/or confidence in the classroom 	<ul style="list-style-type: none"> • Generally independently, I transfer skills, knowledge and understanding gained during outdoor learning into learning in the classroom to improve my understanding and/or confidence

Using Tools, Equipment and the Environment Effectively

Learning Intentions	EYFS	KS1	LKS2
I am fully prepared for outdoor learning	<p><u>Children in reception will be learning to:</u></p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently (suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons) 	<ul style="list-style-type: none"> Once a routine is established, I can prepare for outdoor learning with increasing independence I sometimes make choices about how to dress according to the environment or weather conditions Adults remind me of the need for hydration, thermal control, safety equipment and sun protection 	<ul style="list-style-type: none"> With the odd exception, for example when the weather changes unexpectedly, I always attempt to have the necessary kit to fully participate in outdoor learning When prompted, I act on the need for hydration, thermal control, safety equipment and sun protection I dress for outdoor learning independently and show care for my own belongings
I use tools and equipment to carry out tasks		<ul style="list-style-type: none"> With close guidance and support, I am able to safely handle and use a wider range of tools and equipment in outdoor learning to improve outcomes 	<ul style="list-style-type: none"> I use a range of tools and equipment with growing precision and care for the safety of others and myself I can suggest appropriate tools to suit the task
I utilise the environment around me appropriately		<ul style="list-style-type: none"> Using found objects and environments to support my learning and skill development is familiar to me With some prompting, I can find and safely use objects or environments to achieve a task I recognise the need to ensure my actions don't have a lasting, negative impact on the environment I'm in 	<ul style="list-style-type: none"> With support, I can utilise found, natural and non- natural materials in the environment to support my learning and skill development My choices and actions show due regard for the safety of others and myself I recognise and act upon the need to ensure my actions don't have a lasting, negative impact on the environment I'm in

Using Tools, Equipment and the Environment Effectively

Learning Intentions	EYFS	KS1	LKS2
I am fully prepared for outdoor learning	<p><u>Children in reception will be learning to:</u></p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently (suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons) 	<ul style="list-style-type: none"> Once a routine is established, I can prepare for outdoor learning with increasing independence I sometimes make choices about how to dress according to the environment or weather conditions Adults remind me of the need for hydration, thermal control, safety equipment and sun protection 	<ul style="list-style-type: none"> With the odd exception, for example when the weather changes unexpectedly, I always attempt to have the necessary kit to fully participate in outdoor learning When prompted, I act on the need for hydration, thermal control, safety equipment and sun protection I dress for outdoor learning independently and show care for my own belongings
I use tools and equipment to carry out tasks		<ul style="list-style-type: none"> With close guidance and support, I am able to safely handle and use a wider range of tools and equipment in outdoor learning to improve outcomes 	<ul style="list-style-type: none"> I use a range of tools and equipment with growing precision and care for the safety of others and myself I can suggest appropriate tools to suit the task
I utilise the environment around me appropriately		<ul style="list-style-type: none"> Using found objects and environments to support my learning and skill development is familiar to me With some prompting, I can find and safely use objects or environments to achieve a task I recognise the need to ensure my actions don't have a lasting, negative impact on the environment I'm in 	<ul style="list-style-type: none"> With support, I can utilise found, natural and non- natural materials in the environment to support my learning and skill development My choices and actions show due regard for the safety of others and myself I recognise and act upon the need to ensure my actions don't have a lasting, negative impact on the environment I'm in

Managing Risks

Learning Intentions	EYFS	KS1	LKS2
I can identify hazards	<p><u>Children in reception will be learning to:</u></p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> I recognise clear and present hazards in any environment I am learning in With guidance and modelling, I can identify less likely hazards I begin to understand that environmental changes also change hazards within familiar environments 	<ul style="list-style-type: none"> With reduced guidance, I can identify likely and less likely hazards within an environment, regardless of environmental change. An adult will check my understanding
My choices and actions help keep me safe		<ul style="list-style-type: none"> I follow health and safety instructions astutely Whilst I understand the benefits of considered and managed risk, I proactively avoid risk of harm when it is identified and will immediately seek and accept help if it is required 	<ul style="list-style-type: none"> I follow health and safety instructions astutely With support, I manage risks as they develop and alter my choices and actions in response
My choices and actions encourage others to be safe		<ul style="list-style-type: none"> Even if others are not following health and safety instructions, I do If someone is in trouble, I will seek help from an adult. 	<ul style="list-style-type: none"> My choices and actions demonstrate the health and safety instructions I have been given to my peers I help others to stay safe by offering reminders and/or seeking help where necessary

Care for the Environment

Learning Intentions	EYFS	KS1	LKS2
I observe the environment and know how it is changing	<p><u>Children in reception will be learning to:</u></p> <ul style="list-style-type: none"> Explore the natural world around them Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> Through observation over time, I can describe changes to an environment I recognise whether a change is permanent or seasonal and, with help, begin to recognise that some changes occur naturally, whilst others are man-made 	<ul style="list-style-type: none"> Through observation over time, I can independently identify and describe environmental changes and hypothesize about permanence and cause. I begin to utilise fieldwork skills to provide evidence to support my observations.
I improve environments I visit		<ul style="list-style-type: none"> With prompt, I take opportunities to reduce the pollution and deterioration of natural environments I visit, for example by safely removing litter 	<ul style="list-style-type: none"> I proactively seek ways to improve environments I visit, for example by reducing energy loss or removing litter
Within the environment, I replace what I use		<ul style="list-style-type: none"> To the extent that is possible, I plant, tend and harvest organic fruits, vegetables and flowers and gain a firsthand appreciation for soil preservation through composting 	<ul style="list-style-type: none"> I do not use what is irreplaceable within natural environments I visit I advocate and contribute to organic farming on an appropriate scale and return organic nutrients to the soil as a result of established composting
I promote sustainability within my community		<ul style="list-style-type: none"> With guidance and support, my choices and actions contribute to a culture of sustainable development within my immediate school community 	<ul style="list-style-type: none"> With support from adults, I advocate sustainable development outside my own, immediate school community through awareness-raising activities

Care for Plants and Animals

Learning Intentions	EYFS	KS1	LKS2
I can identify plant and animal species	<p><u>Children in reception will be learning to:</u></p> <ul style="list-style-type: none"> • Explore the natural world around them • Describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> • Utilising identification charts, I can identify several plant and animal species within my local environment 	<ul style="list-style-type: none"> • Utilising identification charts for unknown specimens, I can identify several plant and animal species within my own and other environments I visit
I understand the life cycles of plants and animals in environments I visit		<ul style="list-style-type: none"> • I describe physical changes in plants and animals as they mature and reproduce • I link this to seasonal changes in outdoor environments 	<ul style="list-style-type: none"> • With scientific accuracy, I describe physical changes in some plants and animals as they mature and reproduce • I recognise that environmental conditions have an impact on plant and animal development and can identify the common needs of living organisms • I begin to compare organisms in contrasting environments
I nurture plants and animals		<ul style="list-style-type: none"> • Following guidance, I care for plants and animals in my school environment by providing them with the things they need to flourish 	<ul style="list-style-type: none"> • Utilising my knowledge of plant and animal life cycles and the necessities of life, I encourage plants and animals to return and remain by providing for their needs
I understand the impact of humans on plants and animals		<ul style="list-style-type: none"> • Through fieldwork, I identify the human and physical features of a familiar environment and describe the reason for and impact of human activity • I apply these skills to contrasting environments I visit or study 	<ul style="list-style-type: none"> • I independently identify the human and physical features of an environment I visit and can contrast these features with environments in other European countries