

How we teach Outdoor Learning at Belmont School

Intent:

Our intent is that when children participate in learning activities outside the classroom, they will develop a lifelong love of the outdoors alongside a lifelong love of learning. The engagement in outdoor learning activities will improve progress and support their mental, spiritual and physical well-being.

Learning Outside the Classroom encompasses all learning that does not take place in the classroom:

- Trips and visits, both local and further afield and including residential
- Playtimes and PE
- Learning about the outside world whilst immersed in it
- Other curriculum learning activities that are carried out outside

Children are learning all the time, wherever they happen to be and learning outside should be a key element of their experience.

Opportunities for Learning Outside the Classroom are an integral part of our planning for each of the termly topics in all year groups. They are closely linked to the thematic curriculum and classroom activities. We aim that these experiences are accessible to all children, regardless of any extra needs they may have. Learning Outside the Classroom activities are recorded in long, medium and short-term planning and evidenced in children's work, where possible.

Implementation:

We provide a nurturing space, based on the Forest School Approach, that supports our children's wellbeing by providing and **implementing** positive outdoor, child-led experiences in a natural setting. We follow the requirement for learning and development in the Early Years Foundation Stage and National Curriculum. We use Outdoor Learning Made Easy to ensure that all areas of the curriculum are planned for to ensure there is a broad, balanced and progressive learning environment and curriculum.

Our curriculum is also designed to recognise children's prior learning and their experiences at home, in order to provide first-hand learning experiences, whilst allowing the children to build resilience, ambition and integrity.






Impact:

The impact of these helps foster traits such as resilience, confidence and independence and develop motivation, co-operation, decision-making and social skills whilst supporting learning, consolidating and deepening knowledge and ensuring children meet their next steps.

Children therefore learn new skills, as well as acquire new knowledge and demonstrate understanding through the different areas of the curriculum.

The impact of our curriculum will also be measured by how effectively it helps all our pupils, including those with SEND and vulnerable pupils, develop into well-rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

Outdoor Learning Progression Map

	Nursery	Reception	Characters introduced in EYFS	
Wellbeing & Emotional Intelligence	<ul style="list-style-type: none"> •Shows their emotions when outdoors in various ways. •Shows curiosity and interest in the outdoors by actions and facial expressions. •Plays alongside others in the outdoors. 	<ul style="list-style-type: none"> •Can express how they are feeling when outdoors. •Willing to try new activities outdoors. •Enjoys various outdoor activities, showing curiosity. •Takes part in both independent and group activities. 	 Amber the risk-taking Fox	 Swoop the Problem-solving Owl
Self-management of Risk	<ul style="list-style-type: none"> •Listens to simple rules and instructions when outdoors •Watches adults as role models. 	<ul style="list-style-type: none"> •Listen & responds to simple rules and instructions when outdoors. •Helps to tidy away after themselves. 	 Francois the Environmentally friendly Frog	 Betty the brilliant Butterfly
Environmentally Friendly	<ul style="list-style-type: none"> •Shows curiosity and interest in the outdoor environment by actions and facial expressions. 	<ul style="list-style-type: none"> •Handles plants and animals with care. 	 Spike the Self-assured Hedgehog	
Creativity & Imagination	<ul style="list-style-type: none"> •Notices, touches, picks up and takes a closer look at nature. 	<ul style="list-style-type: none"> •Creates using natural materials. 		
Resilience & Problem Solving	<ul style="list-style-type: none"> •Experiences outdoor sessions in a variety of weathers. •Can settle their emotions outdoors 	<ul style="list-style-type: none"> •Willingly partakes in outdoor learning in all weathers. •Shows persistence through play. •Repeats some actions outdoors. 		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Wellbeing & Emotional Intelligence	<ul style="list-style-type: none"> •Can show a level of self-control. •Shows motivation to try a range of new activities outdoors and seek challenge. •Initiates their own outdoor play and open-ended activities, showing fascination and curiosity. •Takes part in both independent and group activities and learns from others. 	<ul style="list-style-type: none"> •Shows growing levels of adaptability and self-regulation when outdoors to control their reactions. •Confident to try a wider range of new activities outdoors. •Shows development of character by growing a positive mindset in outdoor sessions. •Understands people have different likes and dislikes and respects them. 	<ul style="list-style-type: none"> •Show some empathy when outdoors to others. •Enjoys activities for their own sake, rather than for external reward or praise •Happy to try a wider range of new activities outdoors. •Can work collaboratively in a range of situations. •Shows a growing level of self-awareness in their choices, words and actions. 	<ul style="list-style-type: none"> •Shows developing self-awareness by understanding their strengths and weaknesses. •Questions ideas and concepts and investigates links between classroom and outdoor learning. •Make links between their feelings and experiences. •Listens to others' ideas and adapts their strategies accordingly. 	<ul style="list-style-type: none"> •Shows a high level of confidence and self-esteem outdoors. •Initiates own experiential learning around personal interests. •Able to express their feelings and opinions appropriately. •Open minded-acceptance of others, their ideas and feelings. •Displays growing empathy and intuition. 	<ul style="list-style-type: none"> •Shows a high level of emotional intelligence when outdoors. •Initiates learning opportunities and evolves ideas and experiments over a number of weeks to extend learning. •Shows a high level of social-awareness through adaptation of their behaviour within different groups. •Show they are able to self-regulate their emotions in a range of circumstances.
Self-management of Risk	<ul style="list-style-type: none"> •Start to manage their own safety with prompts of rules. •Learn self-care strategies outside. •Performs outdoor practical tasks safely with guidance. •Takes a controlled risk with guidance. 	<ul style="list-style-type: none"> Takes a controlled risk whilst ensuring rules are followed. •Show a level of self-care outside. •Listens to & follows rules for practical outdoor tasks. •Uses outdoor resources safely with guidance. 	<ul style="list-style-type: none"> •Shows appropriate risk-taking and learning by trial and error. •Show how to care for self & others outside. •Shows a basic level of risk-management when performing practical tasks and when using resources. 	<ul style="list-style-type: none"> •Uses past experiences to help make decisions when managing their own risk. •Show developing knowledge of care for self & others. •Takes appropriate risk and shows awareness of safety. 	<ul style="list-style-type: none"> •Shows a level of responsibility in self-management of their own safety and care whilst taking part in risky activities. 	<ul style="list-style-type: none"> •Is trustworthy with a range of outdoor resources and in a range of risky activities. •Shows a high level of self-management of own and others' safety & care and adapts to the situation.
Environmentally Friendly	<ul style="list-style-type: none"> •Shows respect for living things. •Resists picking things that are alive. •Helps with some basic environmentally friendly activities, such as feeding the birds, planting & litter-picking. 	<ul style="list-style-type: none"> •Can help to care for the environment through different seasons. •Can leave the outdoor environment how they found it and know why this is important. •Can pick up litter & sort or recycle materials where appropriate. 	<ul style="list-style-type: none"> •Initiates picking up litter & recycles where appropriate. •Leave the outdoor environment how they found it, if not better. •Starts to suggest simple ways to improve the environment. 	<ul style="list-style-type: none"> •Shows awareness of basic environmental issues across seasons. •Starting to links cause and effect to environmental issues. 	<ul style="list-style-type: none"> •Shows developing conscience of implications for the environment when outdoors. •Uses sustainable materials. 	<ul style="list-style-type: none"> •Automatically participates in outdoor learning in environmentally friendly ways. •Suggests more sustainable ways of doing things outdoors.
Creativity & Imagination	<ul style="list-style-type: none"> •Can create using natural materials and describes their creation. •Uses imagination and fantasy outdoors. 	<ul style="list-style-type: none"> •Initiate their own creations, choosing their natural materials according to their properties. 	<ul style="list-style-type: none"> •Initiates a variety of imaginative creations with natural materials,. •Adapts their materials and design as they work 	<ul style="list-style-type: none"> •Asks and tests questions and ideas as they create with natural materials. •Talk about their design and how they adapted it. 	<ul style="list-style-type: none"> •Demonstrates a variety of techniques and imaginative ideas through their creations. •Can verify their choices of materials and techniques. 	<ul style="list-style-type: none"> •Thinks outside of the box. •Shows a high level of imagination, originality, creativity and flair.

		<ul style="list-style-type: none"> •Shows a developing level of imagination & creativity. 				
Resilience & Problem Solving	<ul style="list-style-type: none"> •Persists with an activity. •Adapts techniques of play to achieve desired outcome. •Learns through trial and error 	<ul style="list-style-type: none"> •Perseveres when something doesn't work first time. •Bounces back after failure. •Experiences the outdoor site over all seasons. 	<ul style="list-style-type: none"> •Persevere when confronted with obstacles. •Experiments how to overcome the obstacles. •Persists with an activity to see it through to the end. 	<ul style="list-style-type: none"> •Willing to stick at activities they find difficult. •Rises to a challenge. 	<ul style="list-style-type: none"> •Understand that difficult situations are normal and they can be overcome. 	<ul style="list-style-type: none"> •Shows optimism even in the face of failure.

