

Outdoor Learning Curriculum 2023 – 2024 (taken from subject specific curriculum)

Nursery	ART – Create closed shapes which can then represent objects
	ART – manipulate ridged and malleable materials
	ART – To know how to print
	ART – To know what symmetry is
	ART – To create simple repeating patterns
	ART - Use drawing to represent ideas such as movements or loud noises
	DT - Explore different materials freely, in order to develop their ideas about how to use them and what to make
	DT - Observing and replicating a structure
	MUSIC - Listen with increased attention to sounds. Respond to what they have heard and express their thoughts and feelings
	MUSIC - Creates sounds by banging, tapping, shaking or blowing
	SCIENCE - Play and explore outside in all seasons and in different weather
	SCIENCE - To know that leaves fall off the trees in the autumn
	SCIENCE - Explore the surrounding natural environment
	SCIENCE - Explore natural objects from the surrounding environment.
	SCIENCE - Explore a range of materials
SCIENCE - Combine and mix ingredients.	
SCIENCE - To know that plants grow.	
SCIENCE - To know about their senses	
SCIENCE - Listen to sounds	
Personal Development	<p>How important friendships are in making us feel happy and secure.</p> <p>How their behaviour affects other people and that there is appropriate and inappropriate behaviour.</p> <p>To recognise when they have been unkind to others and say sorry.</p> <p>We are each unique, with individual gifts, talents and skills.</p> <p>To be able to explain why rules are needed.</p> <p>To understand the need to take turns and share.</p> <p>That most friendships have ups and downs.</p> <p>The Characteristics and mental and physical benefits of an active lifestyle.</p> <p>We are each unique, with individual gifts, talents and skills.</p>

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Reception	ART – Find collections of colour
	ART – Show experience with simple weaving
	ART – Building and destroying ridged and malleable materials
	ART – To know how to print
	ART – Create simple repeating patterns with shape
	ART - Share their creations, explaining the process they have used
	ART - -Create collaboratively sharing ideas, resources and skills
	ART - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
	DT - Explore different materials freely, in order to develop their ideas about how to use them and what to make
	DT - Construction with purpose in mind with a range of resources to create complex small worlds with blocks/construction kits
	MUSIC - Tapping out simple repeated rhythms
	SCIENCE - Observe and discuss the changes in seasons throughout the year, including the changes in the trees and plant life. Children will practically explore this in their local environment and draw pictures of plants they see
	SCIENCE - Children will Observe and discuss changes in the weather throughout the year including looking at the changes of water to ice/frost
	SCIENCE - Know about the plants in the local natural environment
	SCIENCE - Know about the animals in the local natural environment
	SCIENCE - Explore and use a range of materials including natural materials
SCIENCE - Make objects with different materials including natural materials	
SCIENCE - Know about the different plants and changes in plants in their local environment throughout the year.	
SCIENCE - Explore how objects move in water	
Personal Development	<p>We should love other people in the same way God loves us</p> <p>How important friendships are in making us feel happy and secure.</p> <p>About different types of teasing and that all bullying is wrong and unacceptable</p> <p>How their behaviour affects other people and that there is appropriate and inappropriate behaviour.</p> <p>To recognise when people are being unkind to them and others and how to respond.</p> <p>That we should forgive like Jesus forgives.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of respecting others, even when they are different. That we all have different ‘tastes’ (likes and dislikes) but also similar needs (to be respected, loved to be safe)</p> <p>An understanding that everyone experiences feelings, both good and bad</p> <p>Simple strategies for managing emotions and behaviour</p> <p>That we have choices and these choices can impact how we feel and respond.</p> <p>To be able to explain why rules are needed.</p> <p>To understand the need to take turns and share.</p> <p>That they can ask for help from their special people.</p> <p>About what harms and what improves the world in which they live</p> <p>The Characteristics and mental and physical benefits of an active lifestyle.</p> <p>We are each unique, with individual gifts, talents and skills.</p> <p>About safe and unsafe situations indoors and outdoors</p>

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Year 1	ART - Print with a growing range of objects.
	ART – Construction using ridged materials
	ART - Talk about the choices they have made ie tools, media
	ART - Talk about what they might change in their own work
	DT - Build structures - exploring how they can be made stronger, stiffer and more stable
	DT - Select from and use materials and components, including construction materials
	MUSIC - Experiment with creating and copying musical patterns.
	MUSIC - Compose in response to a stimulus.
	MUSIC - Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (<i>drum</i>) and 'shaker' sounds.
	SCIENCE - Observe closely, using simple equipment
	SCIENCE - Identify and classifying
	SCIENCE - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
	SCIENCE - Identify and describe the basic structure of a variety of common flowering plants, including trees
	SCIENCE - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
Geography - Identify seasonal and daily weather patterns in the UK	
GEOGRAPHY - Begin to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	
GEOGRAPHY - Begin to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	
Personal Development	<p>Saying sorry is important and helps build relationships.</p> <p>We should love other people in the same way God loves us.</p> <p>What are rules for keeping safe?</p> <p>To recognise when they have been unkind to others and say sorry</p> <p>How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively.</p> <p>The responsibilities they have in and out of the classroom.</p> <p>How important friendships are in making us feel happy and secure. The Characteristics of friendships , including mutual respect and truthfulness. That healthy friendships are positive and welcoming towards others.</p> <p>Practical steps they can take in a range of different contexts to improve relationships. The conventions of courtesy and manners.</p> <p>To develop and understanding of the importance of respecting others, even when they may be different.</p> <p>What can harm the local and global environment; how they and others can help care for it</p> <p>mental and physical benefits of an active lifestyle.</p> <p>The importance of respecting others, even when they are different to themselves.</p> <p>Simple strategies for managing feelings.</p>

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Year 2	ART – Choose how to record textures and patterns by printing
	ART - Show confidence in working creatively.
	ART – Develop and record ideas
	ART - Compare ideas and approaches in their own work and others’.
	ART – Replicate patterns and textures
	ART – Observe natural and manmade patterns. Begin to recreate these.
	DT - Generate develop, model and communicate their ideas through talking
	DT - Select from and use materials and components, including construction materials
	DT - Build structures, exploring how they can be made stronger, stiffer and more stable
	MUSIC - Confidently experiment with, create, select and combine sounds
	MUSIC - Experiment with creating their own musical patterns
	SCIENCE - Observe closely, using simple equipment
	SCIENCE - Identify and classifying
	SCIENCE - Find out about and describe the basic needs of animals, including humans, for survival
	SCIENCE - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other
	SCIENCE - Identify and name a variety of animals in their habitats, including micro-habitats
	GEOGRAPHY - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
	GEOGRAPHY - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
	GEOGRAPHY - Create their own simple maps and symbols.
	Personal Development

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Year 3	ART – Shape and form malleable and rigid materials
	ART – Make colour wheels
	ART – Choose how to record textures and patterns by printing
	ART – Observe patterns in the environment by taking bark and leaf rubbings
	ART – Explain reasons for their ideas
	ART – Compare ideas and approaches in their own work and in others’
	DT – Select from and use a range of tools and equipment to perform practical tasks
	DT – Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
	DT- Generate, develop, model and communicate their ideas through discussion
	DT – Select from and use a wide range of materials and components, including construction materials
	SCIENCE – Identify and describe the functions of different parts of flowering plants; roots, stem, trunk, leaves and flowers
	GEOGRAPHY - Begin to use the eight points of a compass
	GEOGRAPHY - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs
PE - Develop and use coordination through different activities and exercises	
PE – Perform different activities and exercises with good balance	
Personal Development	<p>Understand that healthy friendships are positive and welcoming towards others.</p> <p>Understand that characteristics of friendships, including mutual respect and truthfulness.</p> <p>How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable</p> <p>Understand that characteristics of friendships, including mutual respect and truthfulness.</p> <p>How the community helps everyone to feel included and values the different contributions that people make.</p> <p>Class rules and liberty</p> <p>Know who to turn to for support</p> <p>Recognising what they are good at’ setting goals and aspirations.</p> <p>To recognise their strengths and interests.</p> <p>How regular physical activity benefits bodies and feelings</p> <p>How to be active on a daily and weekly basis - how to balance time online with other activities</p> <p>How to make choices about physical activity, including what and who influences decisions</p> <p>How the lack of physical activity can affect health and wellbeing</p> <p>Understand that there is a normal range of emotions</p> <p>The benefits of physical exercise and time outside on our mental health.</p> <p>To recognise increasing independence – brings increasing risk.</p> <p>How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</p>

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Year 4	ART – Understand the concept of perspective
	ART – Experience surface patterns and textures
	ART – Modify and adapt print
	ART – Explain ideas as they work
	ART – Compare ideas and approaches in their own work and others’ and the changes they would make to a piece of art
	DT – Select from and use a wide range of materials and components
	DT – Select and use a wide range of tools and equipment to perform practical tasks
	DT – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
	GEOGRAPHY - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps
	PE - Develop and use coordination through different activities and exercises
	PE – Perform different activities and exercises with good balance
Personal Development	<p>How people can be influenced by their peers’ behaviour and by a desire for peer approval, how to manage this influence.</p> <p>How do we make friendships, turn taking and thinking of others?</p> <p>How to keep safe in local area</p> <p>How people’s behaviour affects themselves and others</p> <p>How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return.</p> <p>how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements</p> <p>how their personal attributes, strengths, skills and interests contribute to their self-esteem</p> <p>how to set goals for themselves</p> <p>How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p> <p>Listen attentively and respond with thought.</p> <p>How everyday things can affect feelings</p> <p>How feelings change over time and can be experienced at different levels of intensity and these affect our behaviours.</p> <p>The importance of expressing feelings</p> <p>The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues.</p> <p>How to carry out personal responsibilities in a caring and compassionate way.</p> <p>That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination.</p> <p>How people have a shared responsibility to help protect the world around them.</p> <p>How everyday choices can affect the environment.</p> <p>How to show care and concern for others (people and animals).</p> <p>Caring for others; the environment; people animals shared responsibilities making choices, and decisions</p> <p>How regular physical activity benefits bodies and feelings How to be active on a daily and weekly basis - how to balance time online with other activities How to make choices about physical activity, including what and who influences decisions</p>

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Year 5	ART - Describe how they feel about others' art work and how this may influence their own work.
	ART - Use colour for purposes.
	ART - To know what hue is and how to create it
	ART – Design, plan and decorate a fabric piece
	ART – Design prints
	ART – Create own abstract pattern to reflect experience
	ART – Use colour to reflect mood (Missed from Y4 FS Curriculum)
	ART – Discuss own work and work of other sculptors
	ART - Use creative thinking to develop an initial idea.
	DT – Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes
	DT – Select and use a wide variety of tools and equipment to perform practical tasks
	DT – Select and use a wide range of materials and components, including construction materials
	DT – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
	GEOGRAPHY - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods
	PE - Develop and use coordination through different activities and exercises
PE – Perform different activities and exercises with good balance	
Personal Development	<p>How to recognise risk in relation to friendships and keeping safe</p> <p>How people can be influenced by their peers' behaviour and by a desire for peer approval and how to manage this influence</p> <p>How to respond if a friendship is making them feel worried, unsafe or uncomfortable</p> <p>Acceptable and unacceptable physical contact-solving disputes and conflicts amongst peers.</p> <p>How to recognise, predict, assess and manage risk in different situations</p> <p>How to keep safe in the local environment and less familiar locations</p> <p>That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation</p> <p>How to recognise and respect similarities and differences between people and what they have in common with others.</p> <p>Understand how to be a responsible adult</p> <p>How rules help us to become responsible adults.</p>

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Year 6	ART – Effect of light on objects and people from different directions
	ART – Discuss and evaluate own work and that of other sculptors
	ART – Create own abstract pattern to reflect experience
	ART - Reflect on the ways in which their imaginative work has developed from a range of starting points
	DT - Investigate and analyse a range of existing products
	DT - Use research and develop design criteria to design innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
	DT – Generate develop, model and communicate their ideas through discussion, annotated sketches and prototypes
	DT – Select and use a wide variety of tools and equipment to perform practical tasks
	DT – Select from and use a wide range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.
	DT – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
	GEOGRAPHY - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
Personal Development	<p>How friendships may change as they grow and how to manage this</p> <p>How to recognise, predict, assess and manage risk in different situations</p> <p>How to keep safe in the local environment and less familiar locations</p> <p>How people can be influenced by their peers’ behaviour and by a desire for peer approval, how to manage influence.</p> <p>That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of situations</p> <p>how to recognise risks.</p> <p>What we can do to support others</p> <p>Understand how to be a responsible adult and how rules help us to become responsible adults.</p> <p>Respecting and resolving differences.</p> <p>How mental and physical health are linked</p> <p>How positive friendships and being involved in activities</p> <p>How to stay physically active.</p> <p>How and why to balance time spent online with others.</p>