



Small Schools Partnership

Outdoor Education

Curriculum Map Document

Contents

1. Statement of Intent
2. Subject Overview
3. Whole School Long Term Plan
4. Progression of Skills



Birdsedge



BEST

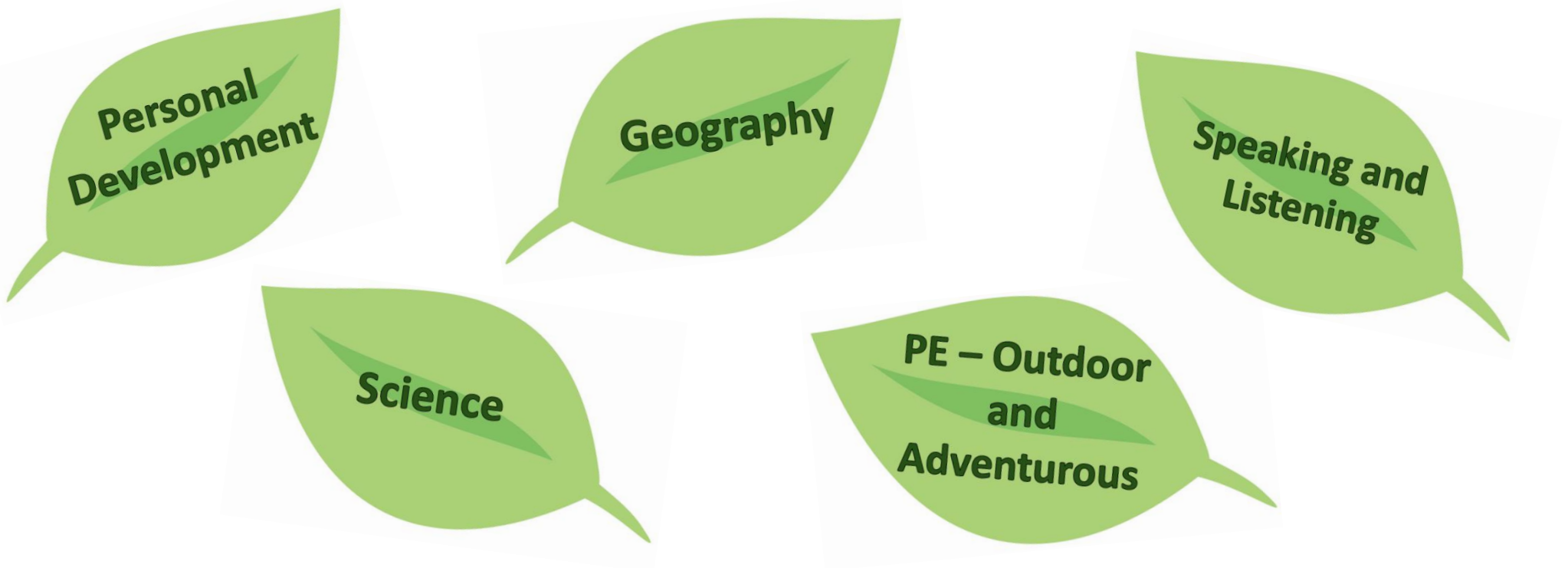
1. Statement of Intent

Outdoor Learning is incredibly important to us in our Small Schools Partnership. We are very lucky to have a rich, outdoor provisions in our school grounds and have worked hard to develop this. This of course, begins right from the start in our daily outdoor continuous provision for our Early Years children. However, we strongly believe that outdoor learning is something children of all ages should have access to and everyone can thrive in the outdoors – our best classroom in our schools are the ones roofed only by the sky.

With this in mind we have invested in an Outdoor Learning Leader, who leads weekly outdoor sessions across school for all children.

In school time, we have made a promise to take our learning outside every week during our Forest Friday. An afternoon where we work together, enjoy the outdoors and develop a range of skills in the place we love the most. We have developed our outdoor curriculum by selecting the areas of the curriculum that are important to us in our unique setting and that we believe have better quality outcomes when done in the outdoors. Wrapped around this and the driver for our weekly commitment is the Forest School ethos of developing the whole child and over a long term progression of the heart, body and brain.

Our Key Focus areas for development through our Outdoor Curriculum are:



2. Outdoor Education in the Small Schools Partnership an Overview



**Daily Continuous Provision
for our Youngest Children**



**Weekly Accessible Outdoor
Learning Session adapted for
those with SEND**



**Weekly Whole School
Outdoor Learning Session
'Forest Friday'**

3. Whole School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School PSHE Theme	We are Safe	We are Happy	We are Respectful	We Belong	We are Inclusive	We are Responsible
Forest School	Tools	Tools	Leadership	Leadership	Fire	Fire
Geography	Our Environment – human and physical features	Our Place in the World – features of locations	Our Environment – human and physical features	Our Place in the World – features of locations	Our Environment – human and physical features	Our Place in the World – features of locations
Science	Rocks and Plants	Living Things in their Habitats	Rocks and Plants	Living Things in their Habitats	Rocks and Plants	Living Things in their Habitats
PE – Outdoor and Adventurous	Problem Solving and Risk Taking	Being Adventurous – Orienteering and Mapwork	Problem Solving and Risk Taking	Being Adventurous – Orienteering and Mapwork	Problem Solving and Risk Taking	Being Adventurous – Orienteering and Mapwork

4. Progression of Skills

5.	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography	I can comment and ask questions about aspects of where I live including my local area and the school grounds. I can begin to use positional language e.g. forwards, backwards and begin left and right. I can begin to use directional language e.g. near, far, away from, towards, near to, closer. I can plot a simple route using natural materials. I can talk about my route. I can begin to understand time and distance. ELG's addressed through Geography: ELG01, ELG02, ELG03, ELG04, ELG13, ELG14	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 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.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn the eight points of a compass, four-figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Communicate locations through grid references and coordinates. They also explain what makes a good map symbol and why. Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

		Reception		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science	Communication and Language	-Learn new vocabulary. -Ask questions to find out more and to check what has been said to them. -Articulate their ideas and thoughts in well-formed sentences. -Describe events in some detail. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -Use new vocabulary in different contexts. <i>Make comments about what they have heard and ask questions to clarify their understanding.</i>	Plants	-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -identify and describe the basic structure of a variety of common flowering plants, including trees		-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal			
	PSED	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating	Living Things and their Habitats	-explore and compare the differences between things that are living, dead, and things that have never been alive -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		-recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -recognise that environments can change and that this can sometimes pose dangers to living things -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics			
	Understanding the World	Explore the natural world around them. -Describe what they see, hear and feel while they are outside. -Recognise some environments that are different to the one in which they live. -Understand the effect of changing seasons on the natural world around them. <i>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</i>	Rocks			-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter			

		<i>-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i> <i>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>	Evolution and Inheritance		-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
--	--	---	----------------------------------	--	---

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE – Team Work	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others	• Introducing teamwork • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork	• Creating and applying simple tactics • Developing leadership • Develop communication as a team • Create defending and attacking tactics as a team	• Benches and mats challenge • Round the clock card challenge • The pen challenge • The river rope challenge • Caving challenges	• Face orienteering • Cone orienteering • Point and return • Point to point • Timed course • Orienteering competition	• Understanding what makes an effective leader • Communicating as a leader • Introducing the STEP principle: Space , Task, Equipment and People	