

Learning about Outdoor Environments

	Emergent	Establishing	Embedded	Extending
<p>Care for the Environment</p> <p>I observe the environment to know how it is changing</p>	<p><i>Typically during EYFS</i></p> <p>With support, I recognise and can describe fundamental seasonal changes in familiar outdoor environments.</p>	<p><i>Typically during KS1</i></p> <p>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.</p>	<p><i>Typically during Lower KS2</i></p> <p>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.</p>	<p><i>Typically During Upper KS2</i></p> <p>Over a period of time, I can offer detailed explanation of how an environment I have studied has changed. I identify the causes of these changes and can categorise natural or man-made factors. I am sensitive to the interdependence of environments and their populations. Fieldwork provides evidence to support my observations.</p>
<p>I improve environments I visit</p>	<p>I take simple steps to improve environments I visit, following shared examples.</p>	<p>With prompt, I take opportunities to reduce the pollution and deterioration of natural environments I visit, for example by safely removing litter.</p>	<p>I proactively seek ways to improve environments I visit, for example by reducing energy loss or removing litter. I advocate and contribute to actions that conserve the natural environment, such as planned tree planting or promoting indigenous animal and insect habitation.</p>	<p>I proactively seek ways to improve environments I visit, for example by reducing energy loss or removing litter. I advocate and contribute to actions that conserve the natural environment, such as planned tree planting or promoting indigenous animal and insect habitation.</p>
<p>Within the environment, I replace what I use</p>	<p>I appreciate the productivity of the natural environment and learn about the process of planting, tending and harvesting from the land, organically.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>I promote sustainability within my community</p>	<p>I learn about sustainability and ways in which we can individually and collectively 'reduce, reuse and recycle'.</p>	<p>With guidance and support, my choices and actions contribute to a culture of sustainable development within my immediate school community.</p>	<p>With support from adults, I advocate sustainable development outside my own, immediate school community through awareness-raising activities.</p>	<p>I am knowledgeable about sustainable alternatives and practices and utilise this knowledge to advocate for change wherever appropriate. The choices and actions I can control demonstrate my commitment</p>

Care for Plants and Animals	Typically during EYFS	Typically during KS1	Typically during Lower KS2	Typically During Upper KS2
I can identify plant and animal species	With close support to begin, I can identify the most prolific plant and animal species in my local environment.	Utilising identification charts, I can identify several plant and animal species within my local environment.	Utilising identification charts for unknown specimens, I can identify several plant and animal species within my own and other environments I visit.	With less dependence on identification charts, I can identify all or almost all plant and animal species I encounter in my local environment. I begin to identify species in environments that contrast my own.
I understand the life cycles of plants and animals in environments I visit	I can describe changes in living things I observe in environments or micro-habitats I visit.	I describe physical changes in plants and animals as they mature and reproduce. I link this to seasonal changes in outdoor environments.	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.	With scientific accuracy, I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird within my own and a contrasting environment.
I nurture plants and animals	Following guidance, I care for plants and animals in my school environment by providing them with the things they need to flourish.	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.	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 develop the school environment in order to attract and sustain a wide variety of indigenous plant, animal and insect life. I tend to the needs of living things in my school environment proactively.
I understand the impact of humans on plants and animals	I talk about changes in my local environment and link some of these changes to the action of people. I recognise that contrasting environments exist in other parts of the world.	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.	I independently identify the human and physical features of an environment I visit and can contrast these features with environments in non-European countries.	I independently identify the human and physical features of an environment I visit, describing them using geographical terminology, and can contrast these features with those in environments in non-European countries. I give reasoned explanations for physical features in environments and link these to types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Learning in Outdoor Environments

	Emergent	Establishing	Embedded	Extending
Positive Attitudes for Outdoor Learning	<i>Typically during EYFS</i>	<i>Typically during KS1</i>	<i>Typically during Lower KS2</i>	<i>Typically During Upper KS2</i>
I value the opportunity to learn outdoors.	Fuelled by positive prior experience, I gladly work outside when given the option.	I am positive about learning outdoors and seek opportunities to do so.	I am a positive outdoor learner and can identify how learning outdoors has a positive impact on me.	Learning outdoors is second nature to me and is a preferred context for learning. I understand some of the benefits of learning in natural environments on me and others.
I am an adaptable outdoor learner.	With guidance and modeling from others, I can learn outdoors by following instructions.	I build on prior experiences to learn outdoors to achieve different kinds of tasks, often with help.	I develop independence and reliability as an outdoor learner. I apply my skills to new tasks to achieve success.	I fully utilise every opportunity to learn outdoors; I am quick to work, follow instructions, demonstrate innovation and avoid distraction.
I am a reflective outdoor learner.	I can evaluate my outdoor learning behaviours, with scaffolds of language or example.	I recognise my strengths and weaknesses as an outdoor learner. With guidance, I develop my skills.	When prompted, I evaluate my outdoor learning skills. When I understand how, I make changes to improve.	I intuitively evaluate my learning and can make immediate and long-term adaptations to improve my learning behaviours.
I expect the best of myself, whether outdoors or in.	In time and with support, my learning behaviours outdoors support progress.	I learn outdoors with the same or better attitudes to learning as when learning indoors.	I can be relied upon to maximise outdoor learning time, following examples or instructions.	My consistently positive choices and actions during outdoor learning lead to progress in my skills and understanding.
I make a positive contribution to the environment and communities I engage in.	With the support of adults, my impact on environments and communities I visit is neutral.	With guidance, my impact on environments and communities I learn in is positive.	I recognise opportunities to improve environments and communities I learn in and when safe to do so – I take these opportunities.	I make a concerted effort to improve and/or conserve environments I work in. My words and actions demonstrate respect for communities I learning within.

Communication & Collaboration	Typically during EYFS	Typically during KS1	Typically during Lower KS2	Typically During Upper KS2
I listen.	I listen to the best of my ability, which allows me to follow simple instructions and recognise ambient sound sources in the environment.	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.	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 am an active listener and value the input of adults and peers. Collaboration helps me to progress. I use questions to clarify my understanding. Building on past experiences, I can name a range of natural and non-natural sound sources.
I observe and evaluate.	When my attention is called, I can observe a process or demonstration, sustaining focus appropriate to my stage of development.	When prompted, I observe processes, demonstrations and environments. Through collaboration, I identify greater detail. I can compare and contrast key points/features.	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 choose to observe processes, demonstrations and environments with great focus, which allows me to learn from the detail of what I see. I can aptly evaluate what I observe.
I communicate verbally and non-verbally.	In outdoor environments, I communicate meaning effectively by selecting appropriate language. I can use learned signals or signs to transmit or receive meaning.	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.	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 am an engaging communicator (both verbally and non-verbally) in outdoor environments, who varies volume and position where necessary. I use language, signs and signals with precision to improve my learning and impact.
I work effectively with others to achieve a goal.	With guidance, I can collaborate with peers to achieve a task. I take turns and show concern for others' ideas, opinions and feelings. At times, I take the lead.	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.	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.	Others would be pleased to have me on their team. I am able to take turns, compromise and demonstrate inclusivity. I have good leadership skills, innovative and creative ideas and can work within deadlines or fixed parameters.

Making Learning Connections	Typically during EYFS	Typically during KS1	Typically during Lower KS2	Typically During Upper KS2
I build on prior learning.	I draw on prior learning to progress and demonstrate this through my words and actions; recalling apt prior experiences within or outside of school.	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.	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.	In any curriculum area or study, I intuitively draw on prior learning to progress when learning outdoors. Where appropriate, I am able to put learned theory into practice.
I use outdoor learning to benefit my learning in the classroom.	I recall and use outdoor learning experiences to improve my understanding, confidence and/or outcomes in the classroom.	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.	Generally independently, I transfer skills, knowledge and understanding gained during outdoor learning into learning in the classroom to improve my understanding and/or confidence.	Outdoor learning inspires me to improve outcomes in the classroom. I recall skills or knowledge gained during outdoor learning when exploring theory, process or abstract concepts and cite this experience to deepen my understanding.

Using Tools, Equipment & the Environment Effectively	Typically during EYFS	Typically during KS1	Typically during Lower KS2	Typically During Upper KS2
I am fully prepared for Outdoor Learning.	With the help of adults, I recognise the need to prepare for outdoor learning. I dress appropriately and prepare for outdoor learning with increasing independence.	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.	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 take pro-active action to always have the necessary kit to fully participate in outdoor learning, whatever the weather. I understand and 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 and others' belongings.
I use tools and equipment to carry out tasks.	With close guidance and support, I can use simple tools and equipment to achieve tasks that I couldn't achieve without them.	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.	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.	The use of tools and equipment I have been instructed to handle safely is second nature to me. I am able to self-select the appropriate tools and equipment for the task at hand.
I utilise the environment around me appropriately.	With close guidance and support, I develop an appreciation for the use and potential of found objects and environments during outdoor learning.	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.	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.	Following the guidance of leaders, I can utilise found, natural and non-natural materials in the environment to support my learning and skill development. I combine materials and improve them to increase effectiveness. My choices and actions show due regard for the safety of others and myself and of the need for preservation and conservation.

Managing Risks	Typically during EYFS	Typically during KS1	Typically during Lower KS2	Typically During Upper KS2
I can identify hazards.	I know what a hazard is. I can independently identify clear and present hazards in the environment I'm learning in. Adults help me to recognise less obvious hazards.	I recognise clear and present hazards in any environment I am learning in. With guidance and modeling, I can identify less likely hazards. I begin to understand that environmental changes also change hazards within familiar environments.	With reduced guidance, I can identify likely and less likely hazards within an environment, regardless of environmental change. An adult will check my understanding.	I have a healthy attitude towards considered risk. I can independently identify hazards within the environment I'm working in (both likely and unlikely) and understand that hazards will often change within a familiar environment. An adult will check my understanding.
My choices and actions help to keep me safe.	I follow health and safety instructions astutely. I help adults to keep me safe by doing so.	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.	I follow health and safety instructions astutely. With support, I manage risks as they develop and alter my choices and actions in response.	I follow health and safety instructions astutely. Keeping constant vigilance, my choices and actions alter to minimise risk. I know how to seek help in an emergency.
My choices and actions encourage others to be safe.	When working in outdoor environments, my actions are not selfish. I appreciate that adults will need to help others and when this is the case, I demonstrate patience.	Even if others are not following health and safety instructions, I do. If someone is in trouble, I will seek help from an adult.	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.	I encourage others to follow health and safety instructions by reiterating them and/or seeking help where necessary. My vigilance helps others identify hazards.