

Our Love Outdoor Learning approach is designed to work as a curriculum tool and not a stand-alone programme. Our research has shown a link between outdoor learning and a wider range of skills. This document provides a tool for recording these wider skills. This helps demonstrate the wide impact of outdoor learning and the breadth of progress children are making. It is not an exhaustive list of all skills but is a strong starting point.

This document is designed to act as a support. It should be adapted to meet the needs, skills, training, and knowledge of your staff. It is set out in curricular areas for your ease.

We have included fires and tools. Do not use these if you have not had training on them.

This document is designed to be completed electronically and passed to the next teacher year on year. This is to decrease the amount of paper required as we prefer to work in a sustainable fashion

Stage 1 –

<p>HWB</p>	<p>Can walk around the outside space safely Can climb over objects that may be in their way Notices objects around them and can walk around them and avoid them when appropriate Can point to risks when highlighted by staff</p> <p>Enjoys being outside Plays with others when outside</p> <p>With support, can dress themselves appropriately to go outside Is aware and practices personal hygiene outdoors Understands to stay in the given boundaries of the space and appreciates why it is important to have boundaries</p> <p>Can explain why they should not eat things they find outside</p>
<p>Maths</p>	
<p>Literacy</p>	
<p>Science</p>	<p>Is interested in natural things around them</p>
<p>Technology</p>	
<p>Other</p>	<p>Can play with sticks and other natural objects</p>

Stage 2

<p>HWB</p>	<p>Can climb safely over objects that may be in their way Notices low branches and other natural objects and can avoid these Can start to risk assess the outside space and talk about what is safe and what is unsafe</p> <p>Is starting to understand the impact the outside space can have on our mood</p> <p>Can participate in group activities and games outside Is mindful when picking items off the ground and can do so safely Can use loose materials safely Can demonstrate friendship, caring, sharing, fairness, equality and love outdoors Can keep themselves safe around the fire by walking around the outside of it Can independently dress themselves to go outside Understands the tree rule and that they are not allowed to climb higher than their head</p>
<p>Maths</p>	<p>Can identify night time and day time and say activities we might do in each</p>
<p>Literacy</p>	<p>Can explain how they feel when they go outside.</p>
<p>Science</p>	<p>Know what a plant, tree and flower is Can identify deciduous and evergreen trees Can name common animals (dog, bird, seagull etc)</p>
<p>Technology</p>	<p>Can build a den with support Make a simple stick food item on the fire with support Can use a peeler to whittle Can explain safety zone when using tools Use loppers and secateurs safely Know which hand to use a tool in</p>
<p>Other</p>	<p>Can use mud or other natural materials to paint Is interested in what's around them and asks questions about what they see</p>

Stage 3

<p>HWB</p>	<p>Can risk assess the outside space and consider how weather affects surfaces Can safely climb up objects and understands how to get down safely Can carry objects with partners Can work through a simple risk assessment with support when they go outside</p> <p>Is building an awareness of how the outdoors impacts their health and wellbeing Can start to practise magic spot sitting for short periods of time Shows respect for nature and wildlife by being careful not to walk on plants, break branches off trees etc Knows what dressing in layers means Know what is needed to survive (food, shelter, water) Can explain what clothing is needed in different weather conditions Can show younger children how to carry sticks safely</p>
<p>Maths</p>	<p>Knows 4 point compass directions (N, S, E, W) Can create a simple map of their site using a picture/ google maps etc Can name all 4 seasons</p>
<p>Literacy</p>	<p>Can use ID guide to name some plants/ trees Can communicate clearly in team games</p>
<p>Science</p>	<p>Can start to tell you the names of the trees and trees around them Can explain the basic leave no trace philosophy Explain what plants need to grow Is aware of the fire triangle</p>
<p>Technology</p>	<p>Can gather natural objects up and make something from it Tie a simple knot Palm drill Loppers Secateurs With support, can cook a snack on the fire Lash together a simple frame/ stick person Make sparks with flint and steel Saw with support Whittle a stick using a knife Use a hammer Half hitch knot</p>
<p>Other</p>	<p>Can create a piece of art using weaving techniques</p>

Stage 4

HWB	<p>Are able to climb up and down things freely</p> <p>Can carry larger objects safely and use friends to help if needed</p> <p>Can cope being outside in all weathers</p> <p>Can be mindful for a short period of time</p>
Maths	<p>Knows 8 points on a compass</p> <p>Can explain some differences between seasons</p>
Literacy	<p>Can cooperate and communicate clearly in games</p> <p>Use an ID guide to name some birds</p> <p>Can recall some facts about trees and plants in the playground</p>
Science	<p>Is starting to understand that reusing and recycling objects is good for the environment</p> <p>Is starting to understand the impact plastics have on the environment</p> <p>Shows respect for nature and wildlife and can suggest ways we can help care for it</p> <p>Has a basic understanding of how gravity works</p> <p>Can explain how the motion of the planet creates day and night</p>
Technology	<p>Uses natural resources, without prompting, to create things and support learning</p> <p>Make a miniature shelter using natural materials</p> <p>Leash sticks together to make weaving frame independently</p> <p>Light a fairy fire (small fire) with flint and steel</p> <p>Can make something to help animals</p> <p>Whittle a marshmallow stick</p> <p>Bow saw</p> <p>Drill</p> <p>Hammer</p> <p>Sandpaper</p>
Other	<p>Make clay animal which closely represents the real animal</p>

Stage 5

<p>HWB</p>	<p>Shows confident gross motor skills when picking things up and carrying things Can risk assess the site(s) they most commonly use Understands the potential dangers of natural objects and can demonstrate and explain how to use and moves them safely (large branches/sharp stones)</p> <p>Can enjoy sit spots for longer periods of time (at least 1 minute per year of age) Able to explain the benefits of being outside in all weathers for their wellbeing Can suggest a range of games to play in the woodland Play team games over a wide area Explain what safety equipment is required for a fire</p>
<p>Maths</p>	<p>Can identify their local area and use a simple key in a map Can create a simple map</p>
<p>Literacy</p>	<p>Can recall facts and identify local flora and fauna without relying on a guide</p>
<p>Science</p>	<p>Beginning to understand the notion of sustainability and can explain some benefits of upcycling and why it is good for the environment They are developing an understanding of what wildlife and plants need to flourish Know how to encourage wildlife into an area Know that animals leave tracks Can explain how the movement of the earth creates seasons</p>
<p>Technology</p>	<p>Cook bread on a stick independently Cook a pancake or heat a pita bread/ wrap Build a jenga fire base and light Create a wildlife home</p>
<p>Other</p>	<p>Can discuss the impact of the seasons and weather on flora and fauna of your outdoor space and your local area Make charcoal and sketch with it</p>

Stage 6

HWB	<p>Is confident to risk assess new and unfamiliar areas</p> <p>Can suggest/ create boundaries for an unfamiliar area</p> <p>Can identify when they need to sit spot or another mindfulness activity</p> <p>Can dress and adapt clothing for changing weather and activities</p> <p>Can lead a team in games</p> <p>Tend a fire and keep it going</p>
Maths	<p>Can read a map</p> <p>Make a trail and navigate it using a compass</p>
Literacy	<p>Can ID tracks with a guide</p> <p>Can create a method of spreading their outdoor learning throughout school and beyond</p> <p>Can lead an eco/ sustainability/ outdoor group or activity</p>
Science	<p>Understands how natural resources are more sustainable for the environment</p> <p>Can compare the impact the local weather has on flora and fauna to other places in the world</p> <p>They are proactive in caring for the flora and fauna in your area</p> <p>Pupil can identify Life Cycles and discuss how they take place in nature</p> <p>Understand what is harmful to the environment and why</p> <p>Can explain the seven principles of leave no trace philosophy</p> <p>Has an understanding of how the sun and moon impacts the tides</p>
Technology	<p>Build a waterproof den</p> <p>Boil water outdoors with adult support</p>
Other	<p>Can assist in re -developing or caring for an outdoor area</p>

With tools we expect children to be able:

Name tool

Identify tool

Hold tool properly

Explain how to use tool

Place tool down safely

Pass tool to someone else safely

Explain when to use tool

Walk with tool

Use tool competently

Can clean tool

Can store tool properly

Can maintain correct posture when using tool