

Core Values and Concepts for Outdoor Learning v4

		EYFS	KS1	LKS2	UKS2
CORE VALUES	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. Willing to try new activities outdoors. Plays alongside others in the outdoors. 	<ul style="list-style-type: none"> Can show a level of self-control. Can express how they are feeling when outdoors. Enjoys various outdoor activities, showing curiosity. Takes part in both independent and group activities. 	<ul style="list-style-type: none"> Shows growing levels of adaptability and self-regulation when outdoors to control their reactions. 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 a growing level of self-awareness in their choices, words and actions & understands people may have different views to them. Show some empathy when outdoors to others & enjoys activities for their own sake, rather than for external reward or praise. Confident to try a wider range of new activities outdoors. Can work collaboratively in a range of situations.
	SELF MANAGEMENT OF RISK	<ul style="list-style-type: none"> Listens to simple rules and instructions when outdoors Watches adults as role models. Helps to tidy away after themselves. Takes guidance to appropriately dress for outdoor activities 	<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. Dresses appropriately for outdoor activities using adults as role models 	<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. Is prepared for all weather and dresses appropriately 	<ul style="list-style-type: none"> Shows appropriate risk-taking and learning by trial and error whilst following rules. Show how to care for self & others outside. Seeks expert advice if in any doubt Shows a basic level of risk-management when performing practical tasks and when using resources. Makes their own choices to dress appropriately for outdoor activities
	ENVIRONMENT AWARENESS	<ul style="list-style-type: none"> Shows curiosity and interest in the outdoor environment Handles plants and animals with care. Helps to care for their environment 	<ul style="list-style-type: none"> Starts to show respect for living things. Resists picking things that are alive. Can help to care for their environment in different ways 	<ul style="list-style-type: none"> Respects all living things Can leave the outdoor environment how they found it and know why this is important. Takes part in basic environmentally friendly activities 	<ul style="list-style-type: none"> Shows respect to their environment and start to suggest simple ways to improve it. Leave the outdoor environment how they found it, if not better. Investigates materials & understands the impact these may have on the environment.
	CREATIVITY & IMAGINATION	<ul style="list-style-type: none"> Notices, touches, picks up and takes a closer looks at nature. Creates using natural materials. Uses imagination in their play 	<ul style="list-style-type: none"> Investigates materials & explores uses Can create using natural materials and describes their creation. Uses imagination and fantasy outdoors. 	<ul style="list-style-type: none"> Explores different methods to achieve results Initiate their own creations, choosing natural materials according to their properties. Shows a developing level of imagination & creativity. 	<ul style="list-style-type: none"> Initiates a variety of imaginative creations with natural materials. Show creativity and innovation to design their own outdoor craft projects. Adapts their materials and design as they progress
	RESILIENCE & PROBLEM SOLVING	<ul style="list-style-type: none"> Experiences outdoor sessions in a variety of weathers. Can settle their emotions outdoors. Shows persistence through play. Repeats some actions outdoors 	<ul style="list-style-type: none"> Experiences the outdoor site in all seasons. Persists with an activity. Starts to develop techniques to achieve desired outcome. Learns through trial and error. 	<ul style="list-style-type: none"> Willingly partakes in outdoor learning in all weathers. Perseveres when something doesn't work first time. Explores different techniques Bounces back after failure. 	<ul style="list-style-type: none"> Can adapt to all weather & seasons Perseveres & rises to a challenge Shows determination with an activity to see it through to the end. Bounces back and retains a positive mindset throughout
	REFLECTION & REVIEW	<ul style="list-style-type: none"> Can talk about something they enjoyed outside Can name something they didn't like whilst outside 	<ul style="list-style-type: none"> Can talk about what they have experienced outdoors both likes/dislikes Listens to others' views and shares opinions Can take it in turns to talk 	<ul style="list-style-type: none"> Can talk about what they experienced outdoors and how they felt about it Can listen to others without interrupting Can celebrate their own and others' achievements 	<ul style="list-style-type: none"> Can talk about their strengths & weaknesses and share thoughts in a variety of ways Show empathy for others' feelings and respects their opinions Displays an open mind during reflections

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Concept – The world around us	ENVIRONMENT	<ul style="list-style-type: none"> • Notices how adults care for the environment as role models. • Helps to pick up litter. • Helps adults to tidy away when using resources outside. • Explores how natural things smell different • Picks up natural items of interest from the ground to take a closer look. • Explores the textures of different natural materials. 	<ul style="list-style-type: none"> • Can pick up litter / tidies away resources • Can talk about the weather. • Shows respect for their environment • Start to use all their senses to understand their environment • Shows increased curiosity in natural found items in their environment • Can name some differences & similarities in found habitats 	<ul style="list-style-type: none"> • Can pick up litter & recycle materials where appropriate & care for their surroundings • Can talk about the weather patterns and link it to seasons. • Shows respect to the environment and how it can help us learn • Use their senses to understand their environment • Learns about Biodiversity • Understands that all habitat layers of an ecosystem are important and explores their own surroundings for the different layers 	<ul style="list-style-type: none"> • Initiates picking up litter, understanding the impact this can cause if left • Can talk about how their outdoor environment changes throughout the year and why. • Shows appreciation & respect for the outdoor environment through ideas and actions • Explore how their senses can be used to understand their environment • Explores the diversity of natural materials & investigates their properties demonstrating a variety of uses • Understands the importance of Biodiversity in ecosystems
	LIVING WORLD	<ul style="list-style-type: none"> • Talks about different animal homes • Can repeat the names of common animals when seen, such as: worm, bird, beetle. • Can repeat the names of basic plant features when seen, such as: tree, leaf, flower, grass, stick. • Takes part in simple scavenger hunts with adults. • Looks for patterns in the natural world • Enjoys looking at the trees, flowers and wildlife when outside. • Helps with planting & watching things grow 	<ul style="list-style-type: none"> • Can identify, name and describe common animals and their habitats • Starts to identify common plants including wild plants, evergreen and deciduous trees and talk about differences. • Starts to identify common minibeasts • Begins to understand how animals obtain their food, using simple food chains • Takes part in a variety of scavenger hunts. • Copies shapes & patterns found in the natural world • Leaves flowers and living things to grow naturally • Helps to build wildlife homes 	<ul style="list-style-type: none"> • Identifies and describes a range of common animals and their habitats • Can identify whether a tree is deciduous or evergreen & can compare species using ID guides • Compares different types of minibeasts at different growth stages • Investigates whether animals are herbivores, carnivores or omnivores & what they may eat in the ecosystem. • Takes part in a variety of scavenger hunts linked the environment • Can find & identify shape & patterns within the natural world • Creates wild-life homes in a group & independently, understanding importance of location • Can help to feed the wildlife appropriately. 	<ul style="list-style-type: none"> • Can group living things by using common characteristics, habitats, based on similarities and differences, (including various micro-organisms) • Identifies, compares and names common trees and plants throughout different seasons • Identify a range of mini-beasts using guides & reference material • Identifies common mammals and birds in various stages of their lifecycles and can identify patterns within food chains • Takes part in a variety of scavenger hunts linked to flora & fauna • Recreates accurate patterns found in the natural world • Builds a specific wild-life home for a creature with appropriate natural materials in mind • Can help to sustain certain links in the food chain by making and providing wildlife feeders & habitats

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Concept - OUTDOOR PRACTICAL SKILLS	MAPS SKILLS & NAVIGATION	<ul style="list-style-type: none"> • Comes to an adult when called • Knows where the boundaries are • Starts to use simple directional and positional language. • Follows a route marked on the ground. 	<ul style="list-style-type: none"> • Stays within boundaries. • Start to relate simple features on a map to those on the ground • Holds a compass correctly and begins to learn the 4 main points. • Talks about a route with some main features. 	<ul style="list-style-type: none"> • Can orientate a map to identify the direction of locations and features with guidance. (Simple orienteering.) • Can use a compass to find North. • Use their knowledge of North to find South, East & West with guidance. • Draw a simple plan or map with a key 	<ul style="list-style-type: none"> • Orientate a map continuously as they walk. • Can pin-point their location using features to check if they are right • Learn the 8 points of a compass • Add more detail to their sketches of including compass directions
	SHELTER BUILDING & KNOT CRAFTS	<ul style="list-style-type: none"> • Helps adults build and able to play safely • Can build a mini-shelter with help. • Can wrap string or rope around an object. • Uses string/rope/wool to help with construction 	<ul style="list-style-type: none"> • Build group shelters with some guidance and support. • Can safely carry branches to build a large group shelter with help. • Build mini-shelters using natural materials • Attempt to use simple knot skills to join sticks together • Can leave their environment as they found it 	<ul style="list-style-type: none"> • Build a simple shelter in small groups, using rope, branches and tarpaulin. • Learn how to build a simple lean to shelter with a ridge pole resting on a tree. • Start to evaluate their designs to improve function using their environment to aid them • Can tie a shear lashing to join sticks to aid shelter building • Can use knot skills in craft activities 	<ul style="list-style-type: none"> • Learn to build a range of different shaped and size of shelters using available resources • Learn how to make shelters more efficient; consider the weather, wind direction, positioning of the tarp, location/environment and sizing. • Able to improve and adapt their designs • can use a variety of knots to benefit and improve construction • Use their knot skills in to create outdoor crafts.
	PHYSICAL & PRACTICAL OUTDOOR SKILLS	<ul style="list-style-type: none"> • Experience travelling and moving on & over a range of terrain in different ways • Can climb and balance on things with help. • Starts to understand 'safe zones' and 'risk zones' • Experience adventurous play using adults for support & role models • Starts to explore the physical landscape through their senses 	<ul style="list-style-type: none"> • Can travel over different terrains with increased stability, confidence & control • Can talk about the weather and what they need to wear. • Can talk about outdoor safety and name some of the rules to follow • Can take part in adventurous play seeking occasional support from role models • Can use their senses to describe & explore their surroundings 	<ul style="list-style-type: none"> • Adapt their techniques for different activities showing increased confidence & ability • Dresses appropriately for outdoor activity in all weather • Knows safety rules to follow for various activities & understand their importance • Takes part in adventurous play supporting & guiding each other • Can use their initiative within the outdoor area to benefit and enhance their experience 	<ul style="list-style-type: none"> • Show increasing control and coordination with fine & gross motor skills outdoors. • Learns simple survival & bush craft skills, such as collecting & filtering water, building shelters, using open fire to cook food. • Identifies possible risks and shows ways to manage them. • Takes part in increasingly challenging physical activities outdoors. • Embraces both leadership & team roles, giving encouragement to others and participating fully
	TOOL USE Only to be used once tool talk safety is completed.	<ul style="list-style-type: none"> • Introduce small Hand-Tools e.g. Gardening Tools under guidance of an adult • Explores how tools can be useful and act as aids 	<ul style="list-style-type: none"> As previous plus: Hammers, Hack-saws, screwdrivers, drill • Starts to understand the benefits as well as safety requirements when using tools 	<ul style="list-style-type: none"> As previous plus: Bushcraft knife, Hand-saw, Secateurs, • Learns to whittle a stick using a knife. • Builds a useful object using various tools and methods 	<ul style="list-style-type: none"> As previous plus: Bill hook, Loppers, Bowsaw • Splits wood with a bill-hook to make kindling • Designs their own projects using tools & resources
	FIRE-PIT ACTIVITIES	<ul style="list-style-type: none"> • Can walk around the outside of the fire pit with prompts. • Can sit sensibly around the fire • Listens to the fire pit rules and shows some understanding • Can understand how to keep safe around the fire and why this is important 	<ul style="list-style-type: none"> • Can sit sensibly around the fire pit • Can toast on the fire pit with help from an adult. • Can help to put the fire out safely. • Can talk about fire safety. • Can try to create a spark with a fire-steel. • Learns about the fire triangle. 	<ul style="list-style-type: none"> • Knows how to act & follow rules • Can toast on the fire safely. • Can sort fuel into different sizes • Can create a spark with a fire-steel. • Knows the 3 elements of the fire triangle. • Can name some positive and negative effects of fire. • Knows how to extinguish a fire safely. 	<ul style="list-style-type: none"> • Can manage their own behaviour around the fire (overseen by an adult) • Forage for wild foods & participate in some wild-cooking • Can identify, collect and sort suitable fuel for their size and duration of fire. • Can build a mini-fire with a group under supervision, using a fire-steel and extinguish their minifire safely.

Core values will be part of every session with different elements taking greater emphasis than others depending on the activity. E.G Tool use will have an emphasis of self-management of risk and Resilience & problem solving. Sessions are planned over 2 hours ALLOWING TIME for Reflection at the end of a session and review at the beginning of the next one. This allows time for the child to self-evaluate their learning. Some concept skills will be covered more than once and will be re-visited each term to allow the child to embed the skill(s)/ learning. This will depend on the topic/activity taking place. There will be an emphasis each term using the outcomes from the concepts.

E.g. Term 1 - Environment, Term 2 – Practical skills, Term 3 – Living world

Reference material:

www.lotc.org.uk

www.outdoorlearningmadeeasy.co.uk

www.outdoor-learning.org