

Cranbrook Primary School- Progression in Outdoor Learning

Outdoor Learning

Outdoor learning is a vibrant approach to education that brings our classroom into nature's realm, fostering exploration, discovery, and enjoyment while we learn. By immersing ourselves in the outdoor environment, we engage in hands-on experiences that stimulate curiosity and deepen understanding. Beyond textbooks and lectures, we touch, see, and experience concepts first-hand, making learning come alive. Moreover, spending time outdoors boosts our well-being, as fresh air and sunshine invigorate our bodies and minds, helping us feel relaxed, focused, and ready to learn. As we explore nature, we develop an appreciation for its beauty and importance, learning to become responsible stewards of the environment. Additionally, outdoor learning strengthens friendships, teamwork skills, and community connections, as we collaborate on projects and explore the wonders of our natural surroundings together. Overall, outdoor learning offers a dynamic and enriching educational experience that nurtures holistic development and instils a lifelong love for nature and learning

Aims - From National Curriculum- Geography and Science

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Understanding nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Area of Study	R	1	2	3	4	5	6
Exploration	Know the boundaries of the school outdoor area. Entrance and exit	Know the boundaries of the school outdoor area. Entrance and exit identifying dangers.	I can listen and follow all instructions and I can ask questions of anything I'm unsure of.	I can listen and follow all instructions and I can ask questions of anything I'm unsure of. I can identify risks and	I can plan activities outside and identify risks and ways to reduce them. I follow instructions to use equipment	I can plan activities outside and identify risks and ways to reduce them. I follow instructions to use equipment	I can plan activities outside and identify risks and ways to reduce them. I follow instructions to use equipment

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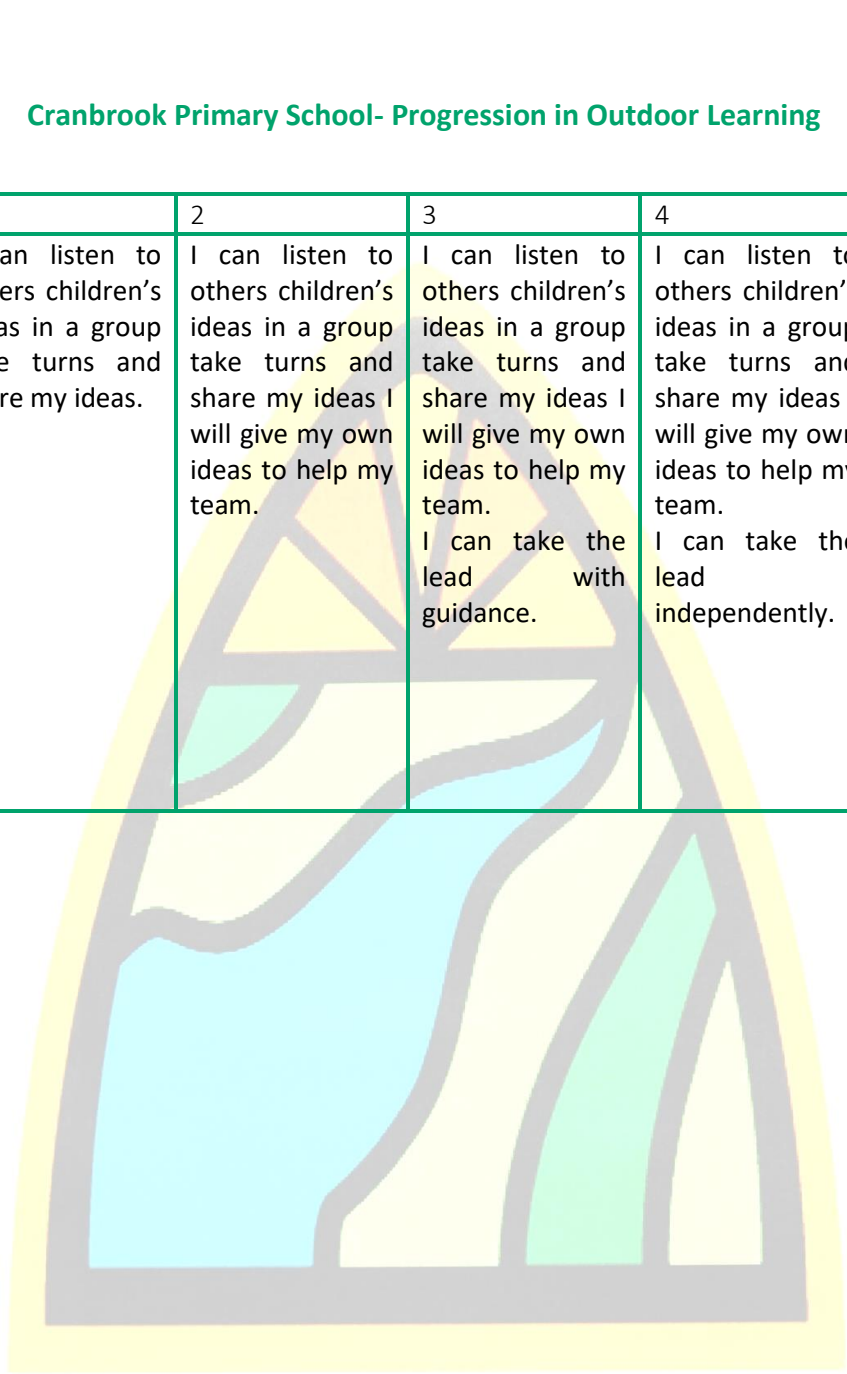
				ways to reduce them	Outside.	outside independently.	outside independently I can incorporate weather conditions
Exploring living things Outdoor Skills	Recognise signs of the seasons on the school grounds. Life cycle of a butterfly. Sweep for bugs/mini-beasts.	Identify some insects/ mini-beasts found on school grounds. I can observe and describe how bulbs grow. I can investigate different habitats i.e. pond dipping.	Identify some insects/ mini-beasts found on school grounds. I can observe and describe how bulbs grow. I can investigate different habitats i.e. pond dipping.	To learn about the lifecycle of a plant (Seeds and bulbs.) Identify and classify different animals found on the school grounds.	To learn about the lifecycle of a plant (Seeds and bulbs) Identify and classify different animals found on the school grounds. Create a bug hotel using the knowledge of mini-beasts and insects.	Name and identify common garden birds, and talk about their features. Plan, plant and harvest foods in the school grounds	Identify different animal groups and describe their habitats. I can identify a variety of wild plants and their uses in their environment. Increase knowledge about the wildlife within our school grounds- observational drawings

Cranbrook Primary School- Progression in Outdoor Learning

Outdoor learning Attitude	R	1	2	3	4	5	6
I enjoy participating and reflecting in outdoor activities and have a positive attitude to challenges and adventure.	I enjoy working outside when given the opportunity	I enjoy working outside when given the opportunity and can talk about my experiences outside with others.	I am positive about outdoors and can reflect on my experiences. I know being outside has a positive impact on me	I am positive about outdoors and can reflect on my experiences. I know being outside has a positive impact on me and I can talk about it.	I am positive about outdoors and can reflect on my experiences. I know being outside has a positive impact on me and I can talk about it.	I am positive about learning outside and can reflect on my learning I know that being outside can have a positive impact on my physical and mental well-being.	I am positive about learning outside and can reflect on my learning I know that being outside can have a positive impact on my physical and mental well-being.
I show resilience through taking on challenges and achieving success	With support I can complete an outdoor challenge and with adult encouragement will help others know what it means to be a problem solver.	With support I can complete an outdoor challenge showing some teamwork. I can complete a challenge individually or working in a pair. I will try again if I am stuck in a task. I know what it means to be a problem solver to be resilient.	With support I can complete an outdoor challenge showing some teamwork. I can complete a challenge individually or working in a pair. I will try again if I am stuck in a task. I know what it means to be a problem solver to be resilient and to collaborate.	I can work as a team effectively and begin to work with different people to solve a common goal in timed circumstances.	I can work as a team effectively and begin to work with different people to solve a common goal in timed circumstances. I am able to reflect and evaluate on the challenge afterwards.	I can work with all members of the class and begin to identify strengths weaknesses we have as team. I can be reflective during and after a task.	I can work with all members of the class and begin to identify strengths weaknesses we have as team. I can be reflective during and after a task. I can comment on collaboration and how outcome can be improved next time.

Cranbrook Primary School- Progression in Outdoor Learning

Communication	R	1	2	3	4	5	6
I am developing skills of communication, problem-solving creativity, critical thinking leadership and cooperation	With guidance I can listen to other children's ideas and work as a group to achieve a common goal.	I can listen to others children's ideas in a group take turns and share my ideas.	I can listen to others children's ideas in a group take turns and share my ideas I will give my own ideas to help my team.	I can listen to others children's ideas in a group take turns and share my ideas I will give my own ideas to help my team. I can take the lead with guidance.	I can listen to others children's ideas in a group take turns and share my ideas I will give my own ideas to help my team. I can take the lead independently.	I can listen to others children's ideas in a group take turns and share my ideas I will give my own ideas to help my team. I can take the lead independently and complete a task.	I can listen to others children's ideas in a group take turns and share my ideas I will give my own ideas to help my team. I can take the lead independently and complete a task. I can reflect on my strengths and weaknesses in different group roles.



Cranbrook Primary School- Progression in Outdoor Learning

<p>I am developing self-awareness and social skills by appreciating the contributions of others and their achievements.</p>	<p>I listen to others in the group.</p>	<p>I listen to others in the group and take turns.</p>	<p>I listen to others in the group and take turns. I am positive when our group succeeds.</p>	<p>I listen to others in the group and take turns. I am positive when our group succeeds. I can begin to use a range of strategies and begin to make compromises to ensure the whole group feel valued.</p>	<p>I listen to others in the group and take turns. I am positive when our group succeeds. I can use a range of strategies and make compromises to ensure the whole group feel valued. I can begin to discuss how we make compromises as a team.</p>	<p>I use a range of strategies and make compromises to ensure the whole group feel valued. I can discuss how we make compromises as a team. I can notice when some people are not being listened to and encourage others to listen to their viewpoints.</p>	<p>I can discuss how we make compromises as a team. I can notice when some people are not being listened to and encourage others to listen to their viewpoints. I can celebrate and praise other team members when they have a good idea.</p>
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Cranbrook Primary School- Progression in Outdoor Learning

<p>I understand the importance of conservation and sustainable development</p>	<p>I know not to hurt any animals on purpose.</p>	<p>I know not to hurt any animals on purpose. I am careful not to damage plants.</p>	<p>I know not to hurt any animals on purpose. I am careful not to damage plants and animal habitats and stick to pathways so there is less negative impact on the grounds.</p>	<p>I know not to hurt any animals on purpose. I am careful not to damage plants and animal habitats and stick to pathways so there is less negative impact on the grounds. I show respect for the outdoors and can begin to talk about this.</p>	<p>I know not to hurt any animals on purpose. I am careful not to damage plants and animal habitats and stick to pathways so there is less negative impact on the grounds. I show respect for the outdoors and can begin to talk about this. I can begin to make suggestions for improvements to the school grounds.</p>	<p>I know not to hurt any animals on purpose. I am careful not to damage plants and animal habitats and stick to pathways so there is less negative impact on the grounds. I show respect for the outdoors and can begin to talk about this. I can make suggestions for improvements to the school grounds.</p>	<p>I know not to hurt any animals on purpose. I am careful not to damage plants and animal habitats and stick to pathways so there is less negative impact on the grounds. I show respect for the outdoors and can begin to talk about this. I can make suggestions for improvements to the school ground which will have a positive contribution to the environment.</p>
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Cranbrook Primary School- Progression in Outdoor Learning

Reflection	R	1	2	3	4	5	6
I am learning to appreciate the benefits of physical activity and reflection.	I know that being outside helps keep me healthy.	I know that being outside helps keep me healthy and I can talk about how I feel after exercising.	I know that being outside helps keep me healthy and I can talk about how I feel after exercising. I can explain the effects of exercising.	I know that being outside helps keep me healthy and I can talk about how I feel after exercising. I can explain the effects of exercising to others and make suggestions for exercise.	I know that being outside helps keep me healthy and I can talk about how I feel after exercising. I can explain the effects of exercising to others and make suggestions for exercise. I can recognise how being outside helps contribute to physical and mental well-being.	I know that being outside helps keep me healthy and I can talk about how I feel after exercising. I can explain the effects of exercising to others and make suggestions for exercise. I can recognise how being outside helps contribute to physical and mental well-being. I can take part in group reflections and mindfulness.	I know that being outside helps keep me healthy and I can talk about how I feel after exercising. I can explain the effects of exercising to others and make suggestions for exercise. I can recognise how being outside helps contribute to physical and mental well-being. I can take part in group reflections and mindfulness and listen to others respectfully.

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Key Vocabulary							
Areas	R	Y1	Y2	Y3	Y4	Y5	Y6
Exploration	Explore, discover	Nature play, look and touch,	Hands on learning Outdoor activities	Ecological awareness	Outdoor experiments	Environmental awareness	Environmental stewardess
Communication	Listening speaking	Sharing story telling expression	Dialogue collaboration	Teamwork interaction comprehension	Conversation feedback language	Clarity empathy confidence	Self-assurance, compassion, simplicity
Reflection	Adventure	Observation	Curiosity	nquiry	Ecosystems	Sustainability	Responsibility impact environmental issues. Debate