



Outdoor Learning

Intent

Our Outdoor Learning curriculum aims to foster a deep connection between children and the natural world, promoting holistic development through hands-on learning experiences in a woodland setting. We want to cultivate curiosity, resilience, and a sense of responsibility towards the environment. We believe that engaging with nature enhances emotional well-being, encourages teamwork, and develops critical thinking skills.

1. **Engagement with Nature:** Encourage children to explore and appreciate the outdoors, fostering a sense of wonder and respect for the natural environment.
2. **Personal Development:** Support the growth of self-confidence, independence, and social skills through collaborative activities and risk-taking in a safe setting.
3. **Skill Acquisition:** Provide opportunities for children to develop practical skills, such as building, foraging, and problem-solving, which are essential for lifelong learning.
4. **Environmental Stewardship:** Instill a sense of responsibility and care for the environment, empowering children to take action towards sustainability and conservation.
5. **Interdisciplinary Learning:** Integrate core curriculum subjects with experiential learning, allowing children to apply their knowledge in real-world contexts.

We are committed to creating an inclusive and supportive environment where every child feels valued and empowered to explore their surroundings. Our Outdoor Learning curriculum will be adaptable, catering to the diverse needs and interests of our children, and will prioritise safety and well-being at all times.

By immersing children in the richness of nature, we aim to inspire lifelong learners who are equipped with the skills, knowledge, and attitudes necessary to thrive in an ever-changing world.

Implementation

Every Monday afternoon, our EYFS/KS1 children will spend the afternoon in our outdoor learning environment experiencing our Forest School curriculum. KS2 children will be given this opportunity at least once a term.

To successfully implement our outdoor learning curriculum, we will adopt a structured yet flexible approach that prioritises experiential learning, safety, and community involvement. This will be achieved through a combination of planned activities, spontaneous exploration, and reflective practices.

Key Components:

1. Staff Training and Development:

- Provide training for educators in outdoor learning principles, outdoor education, and risk assessment.
- Encourage ongoing professional development to ensure staff remain knowledgeable about best practices in outdoor education and child development. The Hampshire Trailblazers Termly Newsletter is a core tool for this.

2. Curriculum Design:

- Develop a comprehensive curriculum that integrates key learning areas (e.g., science, literacy, art) with outdoor experiences, ensuring alignment with national educational standards.
- Create thematic units that explore seasonal changes, local ecosystems, and sustainability, fostering connections between classroom learning and the natural world.

3. Safety and Risk Management:

- Conduct thorough risk assessments for all activities and areas utilised during outdoor learning sessions.
- Establish clear safety protocols and provide training for children on managing risks and using tools and the fire pit safely, fostering a culture of responsibility.

4. Community Partnerships:

- Collaborate with local environmental organisations, experts, and community members to enhance learning experiences and provide additional resources.
- Engage families through workshops and events that promote outdoor learning and environmental stewardship.

5. Scheduling and Logistics:

- Allocate dedicated time within the school week for outdoor learning sessions, ensuring regular and consistent outdoor learning opportunities.
- Plan logistics for transportation, materials, and site preparation to create a seamless transition between indoor and outdoor learning environments.

6. Assessment and Reflection:

- Implement observational assessments and reflective practices to monitor pupil progress and engagement in the outdoor learning setting.
- Encourage children to reflect on their experiences through discussions, journals, or creative expressions, reinforcing their learning and personal growth.

7. Adaptability and Responsiveness:

- Remain flexible to adapt activities based on weather conditions, student interests, and emerging learning opportunities in the natural environment.
- Solicit feedback from students, parents, and staff to continuously improve the program and address any challenges.

Conclusion: Through the thoughtful implementation of our Outdoor Learning curriculum, we aim to create a vibrant and dynamic learning environment that empowers students to explore, connect, and thrive in nature. By nurturing their curiosity and fostering a love for the outdoors, we prepare them to be informed, responsible, and engaged citizens.

Impact

The impact of our Outdoor Learning curriculum will be seen in the way children enjoy and engage with the natural world. Wellbeing and emotional literacy is an integral part of Burghclere 's outdoor learning sessions. Children are encouraged to express their feelings, and emotional literacy language is modelled through books, circle time discussions and responses to real events as they happen. Children are encouraged to talk to one another, to express their feelings and to problem solve in order to move through a challenge or negative state of being. Each session includes a mindful meditation/circle space where children have the opportunity to share and listen.

Curriculum Overview EYFS and KS1

	Reception	Year 1	Year 2
Practical Skills Links to PSHE and DT	<p>Introduction to rules/boundaries/format of sessions.</p> <p>To dress independently and appropriately for the weather.</p> <p>Introduction of basic tools and how to be safe around them – Hammers, mallets, trowels, forks, hand drills, palm drills, loppers (with an adult 1:1).</p> <p>To join together sticks using masking tape, pipe cleaners or string.</p> <p>Introduction of basic shelter building with support.</p> <p>To know and follow safety procedures.</p> <p>Introduction of fire safety. Observe toasting technique. Collect firewood.</p>	<p>Reinforcement and practice of rules/boundaries.</p> <p>To dress independently and appropriately for the weather.</p> <p>Continuation of the use of YR tools and introducing loppers and bow saw (with an adult 1:1).</p> <p>Introduce larger ropes and develop independent cutting of string and tape.</p> <p>Practice shelter building (with support where necessary). Introduction to basic knots (reef knot).</p> <p>Introduction of fire safety. Use fire strikes to practice making a spark. Collect firewood. Help build the fire.</p> <p>Chopping/preparing fruit to make jam on the fire in a pan. Simple toasting techniques.</p>	<p>Shared reinforcement of rules/boundaries and risk assessment control actions.</p> <p>To dress independently and appropriately for the weather.</p> <p>Continuation of the use of tools as before, introducing peelers and folding saw (with an adult 1:1)</p> <p>Practice of knots for attaching (reef knot, timber hitch). Independent use of knots to create den structures with tension/waterproof design. Introduction of lashing techniques to attach/join sticks (square lashing).</p> <p>Continuation of fire safety. Use fire strikes to practice making a spark -and light cotton wool. Fire triangle. Collect firewood. Help build the fire.</p> <p>Use kettle/pan on the fire grill (e.g pancakes).</p>
Seasonal/nature connection	To recognise signs of autumn/summer on the school grounds.	To recognise signs of autumn/spring on the school grounds.	To recognise signs of Spring/summer on the school grounds.

<p>Links to science and geography</p>	<p>To learn about plant life cycles, parts of a plant and seed dispersal.</p> <p>To know about some hibernating animals.</p> <p>To observe the lifecycle of frogs. To learn about the lifecycle of butterflies.</p> <p>To know some tree and bird species on the school grounds. Aut 1 trees</p>	<p>To learn about predator and prey/food chains.</p> <p>To know about hibernating animals.</p> <p>To observe the lifecycle of trees in the school grounds.</p> <p>To learn about the lifecycles of species in the school grounds.</p> <p>To know some insect, tree and bird species on the school grounds. Aut 1 trees</p>	<p>To learn about different trees on the school grounds - life cycles, fruit, nuts, buds etc...</p> <p>To begin to distinguish different bird song.</p> <p>To observe the life cycles of frogs/newts. To know about the lifecycle of species in the school grounds.</p> <p>To know some plant, insect, tree and bird species on the school grounds. Aut 1 trees</p>
<p>Living history</p> <p>Links to history</p>			
<p>Mapping / Orienteering</p> <p>Links to Geography</p>	<p>Follow rules and boundaries.</p> <p>Promote free exploration.</p>	<p>Use directional language (near and far; left and right).</p> <p>Recognise human and physical features within the outdoor learning area.</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Recognise human and physical features within the outdoor learning area.</p> <p>Demonstrate understanding of the concept of a basic map.</p>
<p>Key vocabulary</p>	<p>seasons autumn/winter summer</p>	<p>seasons summer/autumn spring</p>	<p>winter summer</p>

<p>senses: listen/hear look/see taste touch/feel smell</p> <p>safe/unsafe sad/happy angry/calm excited/nervous cold/hot scared/brave</p>	<p>senses: listen/hear look/see taste touch/feel smell</p> <p>risk/safety un/sure un/comfortable frustrated proud</p> <p>hibernate</p>	<p>Emotional literacy language</p> <p>hibernate life cycle mating elements community</p> <p>Parts of a tree language: fruit, nut, seed, leaf, bark, branch, bud. Use simple compass.</p>
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