



VALE OF EVESHAM

Learning For Life

Ethos

- Foster a love for the outdoor environment
- Safely accessing the local community
- 6 principles of Forest School – Long-term Principle, Nature Principle, Community Principle, Risk Principle, Holistic Learning Principle and Leadership Principle.

Intent

Outdoor learning is a child-centred inspirational learning process that offers opportunities for holistic growth, social, emotional and physical learning through regular experiences in the outdoors. At the Vale we have a programme which aims to support our growth mindset approach, develop play, exploration and supported risk-taking in a safe, non-judgemental nurturing environment. It develops children's confidence and self-esteem through learner inspired, hands-on experience in a natural setting; solving problems, building self-belief and promoting resilience. Children have frequent opportunities to enhance their social skills, develop teamwork and collaborative learning.

Implementation

Our children follow a carefully structured Outdoor Learning Curriculum which has been devised to ensure that children know more, do more and remember more as they progress through school.

Its content is supported by the six principles of Forest School. In Outdoor Learning no single principle takes precedence over the others; instead, they work harmoniously, interlocking to create a unique environment for learning and growth. The six principles are:

- Regular sessions, rather than one-off or infrequent visits; a cycle of planning, observation, adaptation and review links each session.
- It takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
- It uses a range of learner-centred processes to create a community for being, development and learning.
- It aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
- It offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- It is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

Our Teaching Approach

Children participate in Outdoor Learning in blocks of lessons across the academic year which ensures children have opportunities for sustained periods of study and have time to embed and enhance their learning. Detailed medium-term planning supports learning, ensures continuity and carefully plans for progression and depth.

Curriculum Impact – How will we know that our children are achieving?

The outdoor learning curriculum has clear start and end points by the end of each Key Stage, pupils are expected to know, apply and understand the attitudes, skills and techniques specified in the relevant curriculum plans.

In addition, we measure the impact of our curriculum through the following methods:

- A celebration of learning for each term which demonstrates progression across the school (E4L);
- Pupil discussions about their learning (Pupil Voice);

	<u>Outdoor Learning</u>											
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>EYFS Curriculum</u>							<u>EYFS Curriculum</u>					
<u>EYFS</u>	Our outdoor sessions support the delivery of the EYFS across the prime areas and children will have the opportunity to make progress across these areas. Children will also have lots of opportunity to embed the Characteristics of Effective Learning and explore and develop these skills so they are ready to access learning in other areas.											
<u>Complex Curriculum – LOTC Weekly slot</u>												
<u>Complex Curriculum</u>	Sessions support the delivery of all the areas of the Complex curriculum – communication, cognition, physical development, sensory and SEMH. Pupils freely explore the area, following their own interests. Their learning is supported and extended by adult interaction. Enhanced provision, as detailed below is based around schema play and the key principles of forest school						Sessions support the delivery of all the areas of the Complex curriculum – communication, cognition, physical development, sensory and SEMH. Pupils freely explore the area, following their own interests. Their learning is supported and extended by adult interaction. Enhanced provision, as detailed below is based around schema play and the key principles of forest school					
	Enclosing and enveloping Small spaces	Connecting and orientation Building and balancing	Camp fire	Trajectory Swinging and moving	Transforming , transporting Using tools	Transporting, transforming water	Enclosing and enveloping Small spaces	Connecting and orientation Building and balancing	Camp fire	Trajectory Swinging and moving	Transforming , transporting Using tools	Transporting, transforming water
	Sharing small spaces Hiding games Barrels Dens Cocoon swing Hammock Lycra parachute	Being at height Building obstacle courses Experimenting with balance Lg scale construction	Snacks and drinks outside Sensory stories Music outside	Swinging Moving heavy work Throwing games Shoots & guttering ramps	Sand play, mud play, potions Connecting things	Water play Gutters Pipes Potions Mudpies and sand castles	Sharing small spaces Hiding games Barrels Dens Cocoon swing Hammock Lycra parachute	Being at height Building obstacle courses Experimenting with balance Lg scale construction	Snacks and drinks outside Sensory stories Music outside	Swinging Moving heavy work Throwing games Shoots & guttering ramps	Sand play, mud play, potions Connecting things	Water play Gutters Pipes Potions Mudpies and sand castles

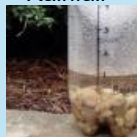
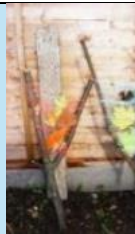
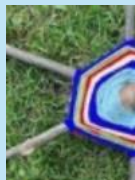
	<u>Semi Formal and Formal</u>											
Our outdoor sessions support the delivery of the Semi Formal Curriculum across the 5 prime areas: Ropes, Woodcraft, Nature, Bushcraft and Fire. The sessions mirror that of continuous provision where children are allowed to freely explore and embrace the key principles of forest school in a safe environment, with an enhanced activity under the area below.												
Half term 1 – Forest Aspect Half term 2 – Community Aspect												
	<u>Year A</u>						<u>Year B</u>					
	<u>Seasonal changes (Nature)</u>	<u>Travel</u>	<u>Creative Development (Woodcraft and Nature)</u>	<u>Libraries and community spaces (including religious spaces)</u>	<u>Introducing Tools (Bushcraft)</u>	<u>Shops (including budgeting)</u>	<u>Animals in the wild(Nature)</u>	<u>Cafes and restaurants</u>	<u>Den Building (Shelters and Ropes)</u>	<u>Horticulture and Farms</u>	<u>Campfires and cooking (Bushcraft and fire)</u>	<u>Volunteering Projects</u>
<u>FS1</u>	Understanding and observing seasonal changes Changes in colour Different plants/animals Lambs/birds		Natures Colours. Natures Art 	<u>Possible spaces to visit:</u> Libraries: Evesham, Broadway, Pershore. Community Spaces: Community pantry – Adventure Playground Religious Spaces: Christianity	Introducing Tools Using Tools – Saw and Gimlet with 1:1 FSL support 	<u>Possible spaces to visit:</u> Tesco Aldi Morrisons Waitrose	RSPB Big Schools Birdwatch Planting seeds & vegetables Growing Garden Mini-Beast hunting Natural habitats	<u>Possible spaces to visit:</u> Coffee #1 Mc Donalds Garden Centre Cafe St Peters Garden Centre	Introducing skills – using natural materials – FSL led to teach safe handling 	<u>Possible spaces to visit:</u> Top Barn Farm Worcester St Peters Garden Centre Clives – Upton	Start with Campfire Role Play leading in to. Campfire Cooking Introduction to campfire safety – cooking on a stick. FSL to build, light and	At KS1 we start with volunteering projects within the school community and immediate area around school. For example: adopt a street litter picking

				Abbey Church Evesham St Peter and St Paul Church Blockley Chipping Campden Baptist Church Alcester Baptist Church Tewkesbury Abbey Judaism Cheltenham Synagogue Hindu Cheltenham Hindu Temple and community centre			 Signs of Spring  Minibeasts				 extinguish	
<u>FS2</u>	<u>Seasonal changes (Nature)</u>	<u>Travel</u>	<u>Creative Development (Woodcraft and Nature)</u>	<u>Libraries and community spaces (including religious spaces)</u>	<u>Introducing Tools (Bushcraft)</u>	<u>Shops (including budgeting)</u>	<u>Animals in the wild(Nature)</u>	<u>Cafes and restaurants</u>	<u>Den Building (Shelters and Ropes)</u>	<u>Horticulture and Farms</u>	<u>Campfires and cooking (Bushcraft and fire)</u>	<u>Volunteering Projects</u>

	Understanding and observing seasonal changes Weather observations Using simple tools to measure weather. Tracking weather patterns Changes in colour 		Using natural materials in craft – clay, leaves 		Introducing Tools Introducing the mallet. FSL supervised 		RSPB Big Schools Birdwatch Planting seeds & vegetables Growing Garden Mini-Beast hunting Natural habitats Identification – seasonal scavenger hunts 		Using natural materials – developing independence in safe handling. 		Campfire Cooking Developing campfire safety – using a storm kettle to boil water. FSL to build, light and extinguish 	
FS3	<u>Seasonal changes (Nature)</u>	<u>Travel</u>	<u>Creative Development (Woodcraft and Nature)</u>	<u>Libraries and community spaces (including religious spaces)</u>	<u>Introducing Tools (Bushcraft)</u>	<u>Shops (including budgeting)</u>	<u>Animals in the wild(Nature)</u>	<u>Cafes and restaurants</u>	<u>Den Building (Shelters and Ropes)</u>	<u>Horticulture and Farms</u>	<u>Campfires and cooking (Bushcraft and fire)</u>	<u>Volunteering Projects</u>
	Understanding and observing		Using natural materials		Introducing Tools Developin		RSPB Big Schools Birdwatch		Using tarpaulins – FSL led.		Campfire Cooking Introducing	

	seasonal changes  Weather observations Using simple tools to measure weather. What can the wind do?		in craft – charcoal, grass 		g tool use – mallet, gimlet. FSL supervised. 		Planting seeds & vegetables Growing Garden Mini-Beast hunting Natural habitats Identification of minibeasts– magnifying glasses and pooters 		Children encouraged to begin to utilise knots in den building. 		safe building and lighting skills, cooking on a grill. FSL to demonstrate and include children in building, lighting and extinguishing 	
HS1	<u>Seasonal changes (Nature)</u>	<u>Travel</u>	<u>Creative Development (Woodcraft and Nature)</u>	<u>Libraries and community spaces (including religious spaces)</u>	<u>Introducing Tools (Bushcraft)</u>	<u>Shops (including budgeting)</u>	<u>Animals in the wild(Nature)</u>	<u>Cafes and restaurants</u>	<u>Den Building (Shelters and Ropes)</u>	<u>Horticulture and Farms</u>	<u>Campfires and cooking (Bushcraft and fire)</u>	<u>Volunteering Projects</u>
	Understanding and observing seasonal changes	(Community Inclusion Walking a short distance)	Using natural materials in craft – mud,		Introducing Tools Developing tool use – gimlet, secateurs,		RSPB Big Schools Birdwatch Planting seeds &		Using tarpaulins and knots – FSL to encourage independence		Campfire Cooking Developing safe building and lighting	

	Weather observations Using simple tools to measure weather. Measuring direction and speed? 	<i>Transitioning safely</i> <i>show a travel document independently</i> <i>use public transport as part of a small group</i>	charcoal, leaves. 		mallet. FSL supervised 		vegetables Growing Garden Mini-Beast hunting Natural habitats Identification – introducing tree and bird identification guides. 		e utilising knots learned. 		skills, cooking with a popcorn maker. FSL to demonstrate and include children in building, lighting and extinguishing 	
HS2	<u>Seasonal changes (Nature)</u>	<u>Travel</u>	<u>Creative Development (Woodcraft and Nature)</u>	<u>Libraries and community spaces (including religious spaces)</u>	<u>Introducing Tools (Bushcraft)</u>	<u>Shops (including budgeting)</u>	<u>Animals in the wild(Nature)</u>	<u>Cafes and restaurants</u>	<u>Den Building (Shelters and Ropes)</u>	<u>Horticulture and Farms</u>	<u>Campfires and cooking (Bushcraft and fire)</u>	<u>Volunteering Projects</u>
	Understanding and observing seasonal changes Weather observation	<i>Transitioning safely</i>	Introducing traditional craft skills – weaving.		Introducing Tools Developing tool use – hand saw. FSL supervised.		RSPB Big Schools Birdwatch Planting seeds & vegetables		Children encouraged to be increasingly independent in their choice and		Campfire Cooking Developing increasing confidence and independence in safe	

	ns – Using simple tools to measure weather. Measuring Rainfall 		 Developin g skills in traditional crafts – making a loom, making charcoal. 		Developin g confidenc e in safe use of tools including - saw. FSL supervise d. 		Growing Garden Mini-Beast hunting Natural habitats Identificatio n – developing independen t use of identificatio n guides for plants and animals. 		construction of dens. 		building, lighting and extinguishin g. Cooking in a pan 	
Strand 6												
Strand 6 offer a range of options for pupils to access outside of the school including horticulture and catering and creative enterprise, all students will access community sessions once a week minimum. Those who choose to do so will also complete Duke of Edinburgh Award. See LTP for Strand 6.												

Learning Outside the Classroom/ Community		
	Semi-formal	Formal
FS1	2 hours weekly	

FS2	2 hours weekly	
FS3	2 hours weekly	2 hours weekly
HS1	2 hours weekly	2 hours weekly
HS2	2 hours weekly	2 hours weekly
Strand 6	Weekly community sessions.	
In FS1-HS2 (Semi formal/ formal) LOTC / Community are swapped on a half termly or half yearly basis. In HS2 formal, only community is studied.		