

	<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>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</u>						
First 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
	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</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.					
<u>KS1</u>	<u>Den Building (Shelters and Ropes)</u>	<u>Creative Development (Woodcraft and Nature)</u>	<u>Campfires and cooking (Bushcraft and fire)</u>	<u>Seasonal changes (Nature)</u>	<u>Introducing Tools (Bushcraft)</u>	<u>Animals in the wild (Nature)</u>
	Introducing skills – using natural materials – FSL led to teach safe handling	Natures Colours 	Start with Campfire Role Play leading in to.	Understanding and observing seasonal changes	Introducing Tools Using Tools – Saw and Gimlet with 1:1 FSL support	RSPB Big Schools Birdwatch

		Wooden Christmas Decorations  Natures Art 	Campfire Cooking Introduction to campfire safety – cooking on a stick. FSL to build, light and extinguish. 	Changes in colour Different plants/animals Lambs/birds 		Planting seeds & vegetables Growing Garden Mini-Beast hunting Natural habitats  Signs of Spring 
Community (Preparing for Adulthood)	<u>Travel</u> (Community Inclusion Walking a short distance) <u>Transport</u> Remain calm and regulated on a minibus or other vehicle Keep seatbelt on until instructed to undo Do up and undo own seat belt	<u>Libraries and community spaces (including religious spaces)</u>	<u>Shops (including budgeting)</u>	<u>Cafes and restaurants</u>	<u>Horticulture and Farms</u> Wild Goose Cornan Dean – Pete Gordon Equine Therapy?? Riding for the disabled – cheltenham Bretforton... Emma? Wick care farm	<u>Volunteering Projects</u> Heart of England? Clean the minibuses Caring Hands Cooking for the homeless Helping with the food bank

	<i>Cope with change – e.g. asked to move seat, change in route</i> Road Safety <i>stays calm and regulated when out in the community</i> <i>calm and regulated in response to change e.g. loud noise</i> <i>can transition safely between 2 known points up to 50m e.g. from minibus to park entrance</i> <i>can walk 500ms with an adult</i>					
LKS2 Term 1 Forest Term 2 Community Both off site – Sandfield? Hazel HT1 Forest HT2 Community Beech HT1 Community HT2 Forest	Den Building (Shelters and Ropes) Using natural materials – developing independence in safe handling. 	Creative Development (Woodcraft and Nature) Using natural materials in craft – clay, leaves. 	Campfires and cooking (Bushcraft and fire) Campfire Cooking Developing campfire safety – using a storm kettle to boil water. FSL to build, light and extinguish 	Seasonal changes (Nature) Understanding and observing seasonal changes Weather observations Using simple tools to measure weather. Tracking weather patterns Changes in colour	Introducing Tools (Bushcraft) Introducing Tools Introducing the mallet. FSL supervised 	Animals in the wild and growing (Nature) RSPB Big Schools Birdwatch Planting seeds & vegetables Growing Garden Mini-Beast hunting Natural habitats Identification – seasonal scavenger hunts

						
<u>Community</u> (Preparing for Adulthood)	<u>Travel Training</u> (Community Inclusion Walking a short distance)	<u>Libraries and community spaces</u> (including religious spaces)	<u>Shops (including budgeting)</u>	<u>Cafes and restaurants</u>	<u>Horticulture and Farms</u> Wild Goose	<u>Volunteering Projects</u>
	<u>Transport</u> recognise a familiar landmark – where my journey ends show a travel document with support					
	<u>Road Safety</u> can transition safely over a longer distance e.g. from car park to park will change position in response to an adult – e.g. get into wheelchair, sit on a bench and wait					

	can go for a walk with an adult when I don't know the end point					
	<u>Den Building (Shelters and Ropes)</u>	<u>Creative Development (Woodcraft and Nature)</u>	<u>Campfires and cooking (Bushcraft and fire)</u>	<u>Seasonal changes (Nature)</u>	<u>Introducing Tools (Bushcraft)</u>	<u>Animals in the wild (Nature)</u>
<u>UKS2 semi and formal</u> <u>Term 1 Forest</u> <u>Term 2 Community</u> <u>Both off site – Sandfield?</u> <u>Cedar HT1 Forest</u> <u>HT2 Community</u> <u>Forest HT1</u> <u>Community</u> <u>HT2 Forest</u>	Using tarpaulins – FSL led. Children encouraged to begin to utilise knots in den building. 	Using natural materials in craft – charcoal, grass 	Campfire Cooking Introducing safe building and lighting skills, cooking on a grill. FSL to demonstrate and include children in building, lighting and extinguishing 	Understanding and observing seasonal changes  Weather observations Using simple tools to measure weather. What can the wind do?	Introducing Tools Developing tool use – mallet, gimlet. FSL supervised.  	RSPB Big Schools Birdwatch Planting seeds & vegetables Growing Garden Mini-Beast hunting Natural habitats Identification of minibeasts– magnifying glasses and pooters 
<u>Community</u> <u>(Preparing for Adulthood)</u>	<u>Travel Training</u> <u>(Community Inclusion Walking a short distance)</u>	<u>Libraries and community spaces (including religious spaces)</u>	<u>Shops (including budgeting)</u>	<u>Cafes and restaurants</u>	<u>Horticulture and Farms</u> Wild Goose	<u>Volunteering Projects</u>
	<u>Transport</u>					

	<i>use public transport with 1:1 support</i> <i>show a travel document when reminded to do so</i> <u>Road Safety</u> <i>knows the difference between the kerb and the road</i>					
<u>KS3</u> <u>Term 1 Forest</u> <u>Term 2 Community</u> <u>Both off site – Sandfield?</u>	<u>Den Building (Shelters and Ropes)</u> Using tarpaulins and knots – FSL to encourage independence utilising knots learned. 	<u>Creative Development (Woodcraft and Nature)</u> Using natural materials in craft – mud, charcoal, leaves.  	<u>Campfires and cooking (Bushcraft and fire)</u> Campfire Cooking Developing safe building and lighting skills, cooking with a popcorn maker. FSL to demonstrate and include children in building, lighting and extinguishing 	<u>Seasonal changes (Nature)</u> Understanding and observing seasonal changes Weather observations Using simple tools to measure weather. Measuring direction and speed? 	<u>Introducing Tools (Bushcraft)</u> Introducing Tools Developing tool use – gimlet, secateurs, mallet. FSL supervised 	<u>Animals in the wild (Nature)</u> RSPB Big Schools Birdwatch Planting seeds & vegetables Growing Garden Mini-Beast hunting Natural habitats Identification – introducing tree and bird identification guides.

						
Community (Preparing for Adulthood)	<u>Travel Training</u> (Community Inclusion Walking a short distance) Transitioning safely show a travel document independently use public transport as part of a small group	<u>Libraries and community spaces (including religious spaces)</u>	<u>Shops (including budgeting)</u>	<u>Cafes and restaurants</u>	<u>Horticulture and Farms</u> Wild Goose	<u>Volunteering Projects</u>
<u>Year 9-11</u>	<u>Den Building (Shelters and Ropes)</u> Children encouraged to be increasingly independent in their choice and construction of dens. 	<u>Creative Development (Woodcraft and Nature)</u> Introducing traditional craft skills – weaving.  Developing skills in traditional crafts –	<u>Campfires and cooking (Bushcraft and fire)</u> Campfire Cooking Developing increasing confidence and independence in safe building, lighting and extinguishing. Cooking in a pan 	<u>Seasonal changes (Nature)</u> Understanding and observing seasonal changes Weather observations – Using simple tools to measure weather. Measuring Rainfall 	<u>Introducing Tools (Bushcraft)</u> Introducing Tools Developing tool use – hand saw. FSL supervised. Developing confidence in safe use of tools including - saw. FSL supervised.	<u>Animals in the wild (Nature)</u> RSPB Big Schools Birdwatch Planting seeds & vegetables Growing Garden Mini-Beast hunting Natural habitats Identification – developing independent use of identification guides

		making a loom, making charcoal. 				for plants and animals. 
<u>Community</u> (Preparing for Adulthood)	<u>Travel Training</u> (Community Inclusion Walking a short distance) Transitioning safely	<u>Libraries and community spaces</u> (including religious spaces)	<u>Shops (including budgeting)</u>	<u>Cafes and restaurants</u>	<u>Horticulture and Farms</u> Wild Goose	<u>Volunteering Projects</u>
<u>6th Form</u> (Strand 6)	DofE, Horticulture, Community based learning, PFA, CAFE 6					
<u>Formal Community</u>						
<u>KS3</u>	<u>Travel Training</u> (Community Inclusion Walking a short distance) Transitioning safely Controlled sabotage	<u>Libraries and community spaces</u> (including religious spaces)	<u>Shops (including budgeting)</u>	<u>Cafes and restaurants</u>	<u>Horticulture and Farms</u> Wild Goose	<u>Volunteering Projects</u>
<u>Year 9-11</u> DofE Bronze Y9-10 Silver Y11-13	<u>Travel Training</u> (Community Inclusion Walking a short distance) Transitioning safely	<u>Libraries and community spaces</u> (including religious spaces)	<u>Shops (including budgeting)</u>	<u>Cafes and restaurants</u>	<u>Horticulture and Farms</u> Wild Goose	<u>Volunteering Projects</u>

Bring Cafe down? Or something similar?						
	<u>Bronze D of E</u>					
<u>6th Form</u> <u>(Strand 6)</u>	DofE Silver, Horticulture, Community based learning, PFA, CAFE 6					