



# 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>						
<b>EYFS</b>	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>												
<b>Complex Curriculum</b>	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  <b>Small spaces</b>	Connecting and orientation  <b>Building and balancing</b>	<b>Camp fire</b>	Trajectory  <b>Swinging and moving</b>	Transforming, transporting  <b>Using tools</b>	Transporting, transforming  <b>water</b>	Enclosing and enveloping  <b>Small spaces</b>	Connecting and orientation  <b>Building and balancing</b>	<b>Camp fire</b>	Trajectory  <b>Swinging and moving</b>	Transforming, transporting  <b>Using tools</b>	Transporting, transforming  <b>water</b>
	Sharing small spaces Hiding games  Barrels Dens Cocoon swing Hammock Lyra 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 Lyra 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



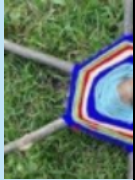



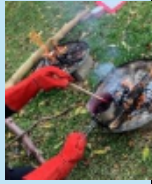


				<p>Abbey Church Evesham St Peter and St Paul Church Blockley Chipping Campden Baptist Church Alcester Baptist Church Tewkesbury Abbey</p> <p><b>Judaism</b> Cheltenham Synagogue</p> <p><b>Hindu</b> Cheltenham Hindu Temple and community centre</p>								
<u>LKS2</u>	<u>Seasonal changes (Nature)</u>	<u>Travel</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>

	<p>Understanding and observing seasonal changes</p> <p>Weather observations Using simple tools to measure weather. Tracking weather patterns</p> <p>Changes in colour</p> 		<p>Using natural materials in craft – clay, leaves</p> 		<p>Introducing Tools Introducing the mallet. FSL supervised</p> 		<p>RSPB Big Schools Birdwatch</p> <p>Planting seeds &amp; vegetables Growing Garden</p> <p>Mini-Beast hunting Natural habitats</p> <p>Identification – seasonal scavenger hunts</p> 		<p>Using natural materials – developing independence in safe handling.</p> 		<p>Campfire Cooking Developing campfire safety – using a storm kettle to boil water. FSL to build, light and extinguish</p> 	
<b><u>UKS2 semi and formal</u></b>	<b><u>Seasonal changes (Nature)</u></b>	<b><u>Travel</u></b>	<b><u>Creative Development (Woodcraft and Nature)</u></b>	<b><u>Libraries and community spaces (including religious spaces)</u></b>	<b><u>Introducing Tools (Bushcraft)</u></b>	<b><u>Shops (including budgeting)</u></b>	<b><u>Animals in the wild(Nature)</u></b>	<b><u>Cafes and restaurants</u></b>	<b><u>Den Building (Shelters and Ropes)</u></b>	<b><u>Horticulture and Farms</u></b>	<b><u>Campfires and cooking (Bushcraft and fire)</u></b>	<b><u>Volunteering Projects</u></b>
	Understanding and observing		Using natural materials		Introducing Tools Developing		RSPB Big Schools Birdwatch		Using tarpaulins – FSL led.		Campfire Cooking Introducing	

	<p>seasonal changes</p>  <p>Weather observations Using simple tools to measure weather. What can the wind do?</p>		<p>in craft – charcoal, grass</p> 		<p>g tool use – mallet, gimlet. FSL supervised.</p> 		<p>Planting seeds &amp; vegetables Growing Garden</p> <p>Mini-Beast hunting Natural habitats</p> <p>Identification of minibeasts– magnifying glasses and pooters</p> 		<p>Children encouraged to begin to utilise knots in den building.</p> 		<p>safe building and lighting skills, cooking on a grill. FSL to demonstrate and include children in building, lighting and extinguishing</p> 	
<b>KS3</b>	<b><u>Seasonal changes (Nature)</u></b>	<b><u>Travel</u></b>	<b><u>Creative Development (Woodcraft and Nature)</u></b>	<b><u>Libraries and community spaces (including religious spaces)</u></b>	<b><u>Introducing Tools (Bushcraft)</u></b>	<b><u>Shops (including budgeting)</u></b>	<b><u>Animals in the wild(Nature)</u></b>	<b><u>Cafes and restaurants</u></b>	<b><u>Den Building (Shelters and Ropes)</u></b>	<b><u>Horticulture and Farms</u></b>	<b><u>Campfires and cooking (Bushcraft and fire)</u></b>	<b><u>Volunteering Projects</u></b>
	Understanding and observing seasonal changes	<b><u>(Community Inclusion Walking a short distance)</u></b>	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	

	<p>Weather observations Using simple tools to measure weather. Measuring direction and speed?</p> 	<p><i>Transitioning safely</i></p> <p><i>show a travel document independently</i></p> <p><i>use public transport as part of a small group</i></p>	<p>charcoal, leaves.</p> 		<p>mallet. FSL supervised</p> 		<p>vegetables Growing Garden</p> <p>Mini-Beast hunting Natural habitats</p> <p>Identification – introducing tree and bird identification guides.</p> 		<p>e utilising knots learned.</p> 		<p>skills, cooking with a popcorn maker. FSL to demonstrate and include children in building, lighting and extinguishing</p> 	
Year 9-11	<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>
	<p>Understanding and observing seasonal changes</p> <p>Weather observations</p>	<i>Transitioning safely</i>	<p>Introducing traditional craft skills – weaving.</p>		<p>Introducing Tools Developing tool use – hand saw. FSL supervised.</p>		<p>RSPB Big Schools Birdwatch</p> <p>Planting seeds &amp; vegetables</p>		<p>Children encouraged to be increasingly independent in their choice and</p>		<p>Campfire Cooking Developing increasing confidence and independence in safe</p>	

<p>ns – Using simple tools to measure weather. Measuring Rainfall</p> 		 <p>Developing skills in traditional crafts – making a loom, making charcoal.</p> 		<p>Developing confidence in safe use of tools including - saw. FSL supervised.</p> 		<p>Growing Garden</p> <p>Mini-Beast hunting Natural habitats</p> <p>Identification – developing independent use of identification guides for plants and animals.</p> 		<p>construction of dens.</p> 		<p>building, lighting and extinguishing. Cooking in a pan</p> 	
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KS5

Strand 6 offer a range of options for pupils to access outside of the school including horticulture and catering. They follow PFA and NOCN. Learning for life and employability skills.