

Outdoor Learning Curriculum Map

	Teamwork	Responsibility	Communication	Resilience	Independence	Terminology for pupils
Reception	<ul style="list-style-type: none"> Working together in the garden; sharing tools and jobs. Class games (hide and seek, sardines etc.) Partner work 	<ul style="list-style-type: none"> Appropriate behaviour in the garden and wildlife area. Staying within defined boundaries. Safe use of hand tools in the garden. 	<ul style="list-style-type: none"> Explaining what they have seen or done. 	<ul style="list-style-type: none"> Try all activities. Continue with a challenging activity with adult support 	<ul style="list-style-type: none"> Begin to undertake tasks on their own, with support from an adult. 	Garden, growing, inside, outside, weather, seasons, spring, summer, autumn, winter.
Year 1	<ul style="list-style-type: none"> Choosing own groups for activities. Sharing tools and jobs. Class games (run and touch, stone angels). 	<ul style="list-style-type: none"> Appropriate behaviour in the garden and wildlife area. Staying within defined boundaries. Safe use of hand tools and spades, rakes, hoes and wheelbarrows. 	<ul style="list-style-type: none"> Explaining what they have seen using adjectives – describe something so that the class can guess what it is. 	<ul style="list-style-type: none"> Persevere with a given task suitable to the child. Complete a challenging activity with adult support 	<ul style="list-style-type: none"> Begin to choose to undertake tasks on their own. 	Seed, sow, harvest, grow, nature, wildlife, safe, tools.
Year 2	<ul style="list-style-type: none"> Choosing own groups for activities. Sharing tools and jobs. Working in teacher-chosen groups effectively. Regular partner work. Class games 	<ul style="list-style-type: none"> Appropriate behaviour in the garden and wildlife area. Staying within defined boundaries. Safe independent use of hand tools and spades, rakes, hoes and wheelbarrows. 	<ul style="list-style-type: none"> Explaining what we have done and seen – describing using adjectives and adverbs. Discussions of what went well in activities and how we could do better. 	<ul style="list-style-type: none"> Continuing to try with a suitable task despite initial failure. Complete a challenging task with peer support. 	<ul style="list-style-type: none"> Begin to identify which tasks are better performed individually and be able to explain why. Work independently without support for short periods. 	Tree, leaf, seed, nut, berry, poisonous, fungi, hoe, rake, spade, trowel.

Year 3	<ul style="list-style-type: none"> • As above plus: • beginning to work in allotted roles within groups 	<ul style="list-style-type: none"> • As above plus: • Safety around fire – rules and behaviour code. 	<ul style="list-style-type: none"> • As above plus: • ability to discuss of safety rules and explain why we need them. 	<ul style="list-style-type: none"> • As above plus: • Choose a task to challenge themselves and persevere despite initial failure. 	<ul style="list-style-type: none"> • Identify which tasks are better performed individually and be able to explain why. • Work independently without support for longer periods. 	Fire, smoke, fire circle, burn, spark, flint and steel, ash, heat, extinguish.
Year 4	<ul style="list-style-type: none"> • As above plus: • Beginning to choose own roles within groups. 	<ul style="list-style-type: none"> • As above plus: • Safety with knives – how to hold, use and store safely. • Blood bubbles. • Safety partners. • Safe use of hand auger type drills – how to hold, use and store safely. 	<ul style="list-style-type: none"> • As above plus: • Begin to be able to explain techniques that they have learned to other children. • Begin to offer feedback when observing others' work. 	<ul style="list-style-type: none"> • As above plus: • Learn a new skill, with adult support, that is needed to complete an activity e.g. knot tying, flint and steel and then complete the activity. 	<ul style="list-style-type: none"> • Begin to explain how independent work can help group activities. • Work without adult support for extended periods. 	Knife, blade, handle, sheath, edge, blood bubble, whittle, slash, cut.
Year 5	<ul style="list-style-type: none"> • As above plus: • Using team members' skills and abilities to decide roles within groups. 	<ul style="list-style-type: none"> • As above plus safety with saws – how to hold, use and store safely. • Safety circle. • Safety/saw partners. • Safe use of brace and bit type drills – how to hold, use and store safely. 	<ul style="list-style-type: none"> • As above plus: • Begin to reflect on group and individual work and offer suggestions for improving results and methods of working. 	<ul style="list-style-type: none"> • As above plus: • Begin to be able to apply skills learned in other areas, with adult support, to a new challenge and persevere to complete a task. 	<ul style="list-style-type: none"> • Explain how independent tasks help group activities and be able to explain why it is necessary to work independently for some tasks. • Identify and undertake independent tasks, choosing appropriate tools and materials with some adult support. 	Saw, handle, tooth, blade, serrated, saw horse, grip, cut, push, pull.

Year 6	<ul style="list-style-type: none"> • As above plus: • Choosing appropriate sized teams for different tasks, allotting roles according to priority and according to abilities of team members. 	<ul style="list-style-type: none"> • As above plus: • Use of axes – how to hold, use and store safely. • Safe positioning around axe work. • Safety circle. • Use of flint and steel. 	<ul style="list-style-type: none"> • As above plus: • Reflect on what <i>will be needed before beginning task</i> and offer suggestions for improved results and methods of working. 	<ul style="list-style-type: none"> • As above plus: • Independently apply skills learned in other areas to new challenges and persevere, despite initial failure, to complete a task. 	<ul style="list-style-type: none"> • Identify independent tasks that are necessary as part of a group activity and explain why they are <ul style="list-style-type: none"> a) necessary and b) independent. • Identify and undertake independent tasks, choosing appropriate tools and materials without adult support. 	Plant names, some Latin names, species, genus.
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Three of these areas – responsibility, independence and resilience – are our Green Behaviours. These are taught and referred to throughout the school. In Outdoor Learning, we link activities explicitly to these behaviours and have lots of discussions about what behaviours we have shown to achieve what we have and which we could use to do even better next time. We focus on teamwork and communication too as these are important skills especially when working on big projects outside.

There are 3 other Green Behaviours that we address through outdoor learning but that are not included on the map as they are expected at all times. We refer to them regularly in sessions. These are:

Respect: for each other, for adults, for the environment, for equipment and for all living things.

Curiosity: explore our environment and never stop asking questions.

Honesty: at all times.