



Outdoor Learning Curriculum Overview

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Contents

| | |
|----------------------------------|----|
| Introduction | 4 |
| Using this plan..... | 4 |
| About Me | 4 |
| Nursery (weekly)..... | 5 |
| Outdoor Learning Curriculum..... | 5 |
| Assessment for Learning..... | 11 |
| Foundation (EYFS)..... | 12 |
| Outdoor Learning Curriculum..... | 12 |
| Assessment for Learning..... | 19 |
| Year 2 | 27 |
| Outdoor Learning Curriculum..... | 27 |
| Assessment for Learning..... | 33 |
| Year 3 | 34 |
| Outdoor Learning Curriculum..... | 34 |
| Assessment for Learning..... | 38 |
| Year 4 | 39 |
| Outdoor Learning Curriculum..... | 39 |
| Assessment for Learning..... | 43 |
| Year 5 | 44 |
| Outdoor Learning Curriculum..... | 44 |
| Year 6 | 49 |
| Outdoor Learning Curriculum..... | 49 |



| | |
|--|----|
| Assessment for Learning..... | 51 |
| Camp Curiosity Site Risk Benefit Assessment | 53 |
| Camp Curiosity Activity Risk Assessment..... | 58 |
| Outdoor Learning Daily Risk Assessment Checklist | 68 |



Introduction

Using this plan

This Outdoor Learning Curriculum Plan has been devised taking into consideration celebrations, community, annual events along with maintenance jobs, routines and free play but it also leaves room for responsive/planning in the moment (PITM). There is enough flexibility within each month to introduce new activities, change and adapt and follow the children's ideas (where possible, resource dependant). Each session will introduce an element of British Sign Language and the children will be introduced to a sign of the session each week.

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About Me

My name is Gemma and Outdoor Learning/Learning Outside is my passion.

An ex secondary school teacher and head of department of 17+ years, I am an experienced outdoor educator. I spent 8 years managing an outdoor education centre / nature reserve at a power station where everything was 'safety first' and this ethos I carry forwards with me in everything I do.

As part of the CSR programme, I created a real community of regular service users that included local primary and secondary schools, interest groups and university students and held regular outdoor events and summer camps, increasing visitor numbers from 1.5k to in excess of 10k annually.

Part of my role was to assist local schools with their outdoor area development as well as leading the Health & Wellbeing on-site as a mental health advocate and gaining the MIND safety qualification.

I have spent most of 2021 renovating a neglected area of woodland into a thriving, creative and safe learning space offering a drop off Summer Camp along with numerous themed events hosting hundreds of children. Spending so much time outdoors with children of course means that I am enhanced DBS certified and a holder of an intensive Outdoor First Aid certificate, IOSHH qualification and I am currently completing a certificate in therapeutic outdoor practice for outdoor leaders.

I am a lover of all things related to nature and an avid tea (and Sauvignon Blanc) drinker. I can mostly be found in the woods but you can also find me on Twitter @EdAdventuresM or @Camp_Curiosity. I have chosen not to mention the name of the School I currently work at since I am employed as a HLTA of Outdoor Learning and therefore this document is not a school requirement and is not owned by the school. However, the planning has been done with a school or group of schools in mind based on 9 x 2 hr 15 min sessions per week plus prep/lunch but unfortunately this includes no development time.



Nursery (weekly)

Outdoor Learning Curriculum

All of the planning below is intentional planning taking into consideration celebrations, community, annual events along with maintenance jobs, routines and free play but it also leaves room for responsive/planning in the moment (PITM).

| Month | Activity | Learning links | Wider school/national /world links | Literacy link |
|---|---|--|---|---|
| September New Beginnings/ Transition – Getting the children used to the process, putting routines and expectations in place about OL through a variety of ambulatory activities, games and circle time. | Ambulatory activities and games. Autumn equinox – Autumn scavenger hunt and Autumn play. Litter pick of the woods/beach (if possible) Eco craft/recycling activity using plastic bags. | Routines, social interaction, rules, spatial awareness, looking after each other and ourselves. Observation of our natural world, number and colour, sorting, matching and categorisation. Learning to respect our environment. Learning principles of recycle & reuse. Working together to create a largescale artwork/display/installation. | Seasons – Autumn Great British Beach Clean – LotC | Leaf Man by Lois Ehlert We're going on a leaf hunt by Steve Metzger Autumn board book by Ailie Busby I can save the ocean by Alison Inches or Somebody swallowed Stanley by Sarah Roberts. |
| October Whole school Autumn/ Big Draw & apple day focus Seed Gathering Sunday – could be whole school family event. | Balance the apple & apple printing Apple/Autumn sensory play Apple bobbing sounds | Hand/eye coordination, STEM, dexterity. Senses, dexterity, gross motor skills, pair/share/teamwork. Phonics, alphabet recognition and/or number | Apple day International walk to school month – whole school approach The Big Draw – whole month | Ten apples up on top! Dr. Seuss Peppa goes apple picking by Scholastic |



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| | Road safety on the playground Leaf and bark rubbings. Draw on a leaf | How to keep safe Mark making, creativity, introducing different textures & sensory language. | | Topsy and Tim – Safety First by Jean and Gareth Adamson The day the crayons quit by Oliver Jeffers |
| November Whole school Halloween/bonfire focus Whole school outdoor classroom day event/week | Conker counting + autumn song around campfire. Butternut squash/Pumpkin soup around campfire Conker/Chestnut art and large powder paint fireworks Pumpkin decorating with nails (2 children at a time on rotation) Poppy themed outdoor crafts – finger painting poppies | Number sequence, number recognition, fine motor skills & music/voice skills. Senses, new tastes, community and fire safety. Making patterns, rolling, colour recognition, mixing and taking turns. Safety using tools, dexterity, patterns, using own strength, D&T Dexterity, fine motor skills, creativity & arts/craft. | Halloween (Oct/Nov depending on half term) Outdoor classroom day Bonfire Night Halloween (Oct/Nov depending on half term) Remembrance Day | Pumpkin soup by Helen Cooper Five little pumpkins by Marybeth Butler The very hungry caterpillar’s creepy- crawly Halloween by Eric Carle. |
| December Whole school festive focus | Reindeer log dogs (rotation so over 2/3 sessions) Using a bow saw | Role play sounds and conversation, imaginative play, pushing/pulling, grip, creativity, tool use, art and social skills. | Christmas | Ten little elves by Mike Brownlow Ten little Reindeer by Jonny Lambert |



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| <p>Perhaps invite parents to this? (I would run as funding opportunity as a stay and play to make Christmas craft)</p> | <p>Festive woodland bingo in teams</p> <p>Pine tree cardboard trees/threading pine tree decorations</p> <p>Campfire Christmas singsong, stories, games with toasted marshmallows, popcorn and hot chocolate (last session)</p> | <p>Observation skills, teamwork, cooperation & matching skills.</p> <p>Dexterity, pattern, nature texture & smells, tree identification, art and creativity skills.</p> <p>Community, coming together & making friends. Comfort in the fire, fire safety and listening skills to stories.</p> | | <p>That's not my reindeer by Fiona Watt</p> <p>Pick a pine tree by Patricia Toht.</p> |
| <p>January</p> <p>Whole school Bird focus (Ice/Snow play PITM)</p> | <p>Big Garden Bird Watch</p> <p>Bird trail in woodland</p> <p>Bird nests & related physical games about birds</p> <p>Make an egg carton bird feeder</p> <p>Make a leaf Robin</p> | <p>Understanding the environment and the world around them, identification of birds and listening for bird song, taking care of local wildlife.</p> <p>Observation and teamwork skills</p> <p>STEAM, construction, teamwork, dexterity & listening.</p> <p>Caring for nature and our environment, looking after the wildlife on our site, sorting, mixing, and weighing ingredients.</p> <p>Art and craft skills.</p> | <p>Big Garden Bird Watch</p> | <p>The Big Book of Birds by Yuval Zommer</p> <p>The Magpies Nest story- by Joseph Jacobs English Fairy Tales</p> <p>The Go Away Bird by Julia Donaldson</p> <p>Listen to the birds by Marion Billet</p> <p>Robin, Robin film Netflix (Aardman)</p> |
| <p>February</p> | <p>Story telling – using sound effects</p> | <p>Communication, listening + questioning.</p> | <p>National Story telling week Valentine's Day</p> | <p>The Magpies Nest story- by Joseph</p> |



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| <p>Whole school storytelling focus (Ice/Snow play PITM)</p> | <p>Sensory path</p> <p>Nature hearts</p> | <p>Feeling different textures, sensory language.</p> <p>Observation skills, colour identification, different materials/science.</p> | | <p>Jacobs English Fairy Tales We're going on a bear hunt by Michael Rosen</p> <p>Guess how much I love you in the Winter</p> |
| <p>March Whole school STEM focus</p> | <p>STEM – Fairy tale and nursery rhymes Can you protect Humpty Dumpty from falling off the wall?</p> <p>Daffodil playdough craft activity</p> | <p>Enquiry, curiosity, questioning, engineering, maths, science, D&T and teamwork.</p> <p>STEM, art & craft, dexterity, colour recognition, creativity and individual working.</p> | <p>British Science Week The great Daffodil appeal</p> | <p>Humpty Dumpty rhyme</p> <p>After the fall by Dan Santat</p> <p>One little Daffodil had nothing much to do - song</p> |
| <p>April Whole school Easter/Spring focus Whole school gardening focus</p> | <p>Weather – cloud hunt, rain colour mixing, puddle play, rain drums, rain paint mixing, watering the plants.</p> <p>Easter Hunt/Easter theme games/craft with campfire – toasted hot cross buns & hot chocolate</p> <p>Planting seeds – Cress/Grass egg heads/characters</p> | <p>Enquiry, curiosity, questioning, engineering, maths, science, singing together, and teamwork. How to look after ourselves and each other in wet weather.</p> <p>Festive celebration, new tastes and community gathering around the fire, fire safety.</p> <p>Dexterity, gross motor skills, caring for the world around us, knowing where our food comes</p> | <p>Seasons – Spring rain + wind Easter National gardening week</p> | <p>Singing in the rain – Tim Hopgood</p> <p>We're going on an egg hunt by Laura Hughes</p> <p>How the Rabbit got long ears storytelling</p> <p>The tiny seed by Eric Carle</p> |





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| | | from, observation, Science, recycle and reuse. | | |
| <p>May Whole school outdoor classroom day focus</p> <p>Whole school water/rivers/oceans focus</p> | <p>Woodland yoga + mindfulness</p> <p>Maypole dancing</p> <p>Water play – Car Wash with toy cars</p> | <p>Observation, looking after ourselves and each other, physical activity, relaxation, growth mind set and resilience.</p> <p>Coordination, moving to music, pairing up & directions.</p> <p>Teamwork, role-play, coordination, social skills and gross motor skills.</p> | <p>Outdoor Classroom Day Culture & Heritage – Maypole Outdoor Classroom Day</p> | <p>Going to the Bug Ball yoga story telling</p> <p>Whoosh around the Mulberry bush by Jan Ormerod and Lindsey Gardiner</p> |
| <p>June Whole school Worm Charming Championships Whole school GSSS focus and event – focus on STEM outdoors Whole school 30 days of wild Summer Solstice festival a possibility?</p> | <p>Worm charming championships, activities associated with worms.</p> <p>Great Science Share for Schools (GSSS)</p> <p>Whole school Mud Day</p> <p>Random acts of wildness activities linked to GSSS – possible pond dipping</p> | <p>Teamwork, digging, tradition, life cycles, Science, habitats and living things</p> <p>Observation, making predictions, teamwork, enquiry skills and environmental skills.</p> <p>Mixing, pouring, carrying, working together, sharing, self-care, getting muddy.</p> | <p>Seasons- Summer National Worm Charming National insect week International Mud Day 30 Days of Wild</p> | <p>Superworm by Julia Donaldson</p> <p>Tadpoles Promise by Jeanne Willis</p> <p>My mud kitchen is rad by Allison Bakkum</p> |



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| <p>July Whole school Biodiversity focus Whole school end of Summer celebration Whole School Moth Night event Whole School den building focus</p> | <p>Biodiversity – Butterfly spot/count and chalk Butterflies/Moths.</p> <p>Bug hunt</p> <p>Build a mini den and making mini habitats.</p> <p>End of year campfire celebration – marshmallows Whittle own stick for marshmallow</p> | <p>Observation, making predictions, teamwork, enquiry skills and environmental skills. Art and craft skills.</p> <p>Observation skills, identification skills.</p> <p>Teamwork, hunting and gathering, measurement, special awareness, making predictions.</p> <p>Community gathering, storytelling and singing, fire safety, tool use, pair and share, dexterity and gross motor skills, creativity, D&T.</p> | <p>Biodiversity Week Butterfly spot month Moth night</p> | <p>The Big Book of Bugs by Yuval Zommer</p> <p>The woolly bear caterpillar by Yuval Zommer</p> <p>Oscar and the Moth by Geoff Waring</p> |
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Assessment for Learning

| Enjoyment  | Confidence and character  |
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| <p>Enjoy being outdoors – smile often!</p> <p>Want to repeat the activity now</p> <p>Participate fully in activity</p> <p>Talk about their experience with enthusiasm</p> <p>Talk about wanting to do it again once back indoors</p> <p>Opt into all activities</p> <p>Encourage friends/peers to take part</p> <p>Voice having fun</p> | <p>Overcome apprehensions to take part</p> <p>Want a second go at activities</p> <p>Develop resilience through perseverance</p> <p>Want to move forward to the next challenge</p> <p>Feel positive about themselves – have a ‘can –do’ attitude</p> |



Foundation (EYFS)

Outdoor Learning Curriculum

All of the planning below is intentional planning taking into consideration celebrations, community, annual events along with maintenance jobs, routines and free play but it also leaves room for responsive/planning in the moment (PITM).

| Month | Activity | Learning links | Wider school/national /world links | Literacy link |
|---|--|---|--|---|
| September New Beginnings/ Transition – Getting the children used to the process, putting routines and expectations in place about OL through a variety of ambulatory activities, games and circle time | Ambulatory activities and games. Autumn equinox – Autumn scavenger hunt and Autumn play. Leaf pictures, leaf flames, leaf rubbings, leaf crowns, rainbow snake, sunbeams + spider web leaf art and leaf people. Make a Pirate boat and do a pirate search & seek trail | Routines, social interaction, rules, spatial awareness, looking after each other and ourselves. Observation of our natural world, number and colour, sorting and categorisation. Art and craft skills. Creativity and curiosity. Role play, D&T, engineering, creativity, | Seasons – Autumn International talk like a pirate day | Leaf Man by Lois Ehlert Goodbye Summer Hello Autumn by Kenard Pak The Gruffalo by Julia Donaldson Pirates love underpants by Claire Freedman |
| October Whole school Autumn/ Big Draw, Halloween & apple day focus Seed Gathering Sunday – could be whole school family event. Diwali celebrations | Apple printing Apple obstacle course challenge Autumn spice paints | Hand/eye coordination, STEM, dexterity, art + craft and creativity. D&T, engineering, teamwork, problem solving, hand/eye coordination, catching & dexterity. | Apple day The Big Draw and Harvest Festival Halloween (Oct/Nov depending on half term) | Hello World. How do apples grow? Jill McDonald |



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| | Potion making, broomstick making, wand making | Creativity, art and craft, imagination, cultural celebrations, science and dexterity. STEAM & creativity. | | Fletcher and the falling leaves by Julia Rawlinson Room on the broom by Julia Donaldson |
| November Whole school Halloween/bonfire focus Whole school outdoor classroom day event/week Whole school maths week | Butternut squash soup around campfire. Make S'mores and tell stories. Re - introduction to whittling, making stick for marshmallow. Make a large poppy chalk art picture Nature numbers | Senses, new tastes, community and fire safety. Learning to be safe around the fire and tool use. Independent cooking. Art & craft, group work, dexterity, gross motor skills and creativity. Number recognition, gathering of natural resources, teamwork and gross motor skills. | Halloween Bonfire Night Outdoor classroom day/Remembrance Day Maths week | Pumpkin soup by Helen Cooper S is for S'mores by Helen Foster James The Fox and the fire story Fiery Fox by Teresa Davis |
| December Whole school festive focus | Brew some pine perfume Making tree ring decorations Using a palm drill | Senses, new smells, tree identification, storytelling. Art and craft, tool use, embracing what makes us different, creativity. Facts about trees and how to tell the age of a tree. | Christmas Tree Dressing | Pick a pine tree by Patricia Toht |



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| | Campfire Christmas singsong, stories, games with toasted marshmallows, popcorn and hot chocolate (last session) | Community, coming together & making friends. Comfort in the fire, fire safety and listening skills to stories. | | The tree of magical leaves – A year full of stories by Angela McAllister |
| January Whole school Bird focus (Ice/Snow play PITM) Whole school birdday party! | Big Garden Bird Watch Make a seeded wood cookie for the Birdday party, use of a bow saw and palm drill in small groups. Make a bird nest and a wood Robin. Bird eating game - adaptation Make some binoculars | Understanding the environment and the world around them, identification of birds and listening for bird song, taking care of local wildlife. How to look after wildlife on our site, using tools safely and gross motor skills. STEAM, construction, teamwork Science, dexterity, time management, sorting and gross motor skills. Art & craft, STEAM, recycling and reusing. | Big Garden Bird Watch | The Big Book of Birds by Yuval Zommer Bird House by Clover Robin How the Robin got its red breast by Danny English. The perfect nest by Catherine Friend |
| February Whole school storytelling focus (Ice/Snow play PITM) | Nature and Mud Story telling using poems 'Making Soup' and 'Sprinkler' Nature hearts/leaf love bugs | Communication, listening + questioning. Writing, creativity, imagination, dexterity + writing skills. | National Story telling week Valentine's Day Shrove Tuesday | A stick is an excellent thing by LeUyen Pham Making Soup and Sprinkler poems |



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| | Making pancakes around the fire-fire lighting session to recap skills | Art & craft, creativity, introduction to facts about Ladybirds. New tastes, listening to stories, learning to be safe around the fire, community, sharing and being with friends. | | What the Ladybird heard by Julia Donaldson Guess how much I love you in the Winter The runaway pancake – A year full of stories by Angela McAllister |
| March Whole school STEM focus | STEM – Fairy tale and nursery rhymes Will the wind blow it down? Can you save the wolf by engineering a house for the pigs? Daffodil art Water droplet hunt | Enquiry, curiosity, questioning, engineering, maths, science and teamwork. Art and craft, creativity, dexterity and fine motor skills Observation skills, teamwork, identification skills. | British Science Week The great Daffodil appeal/St David's day World water day | The true story of the 3 little pigs by Jon Scieszka Gelert the hound storytelling Tiddalik, the thirsty frog storytelling |
| April Whole school Easter/Spring focus Whole school gardening focus | Weather – make a wind chime or windsock Easter Hunt/Easter theme games/craft with campfire – | Enquiry, curiosity, questioning, engineering, maths, science, and teamwork. How to look after ourselves and each other in windy weather. Festive celebration, new tastes and community | Seasons – Spring rain + wind Easter National gardening week St George's Day Earth Day | It's windy by Catherine Grimaldi The wind and the sun – Aesops Fables We're going on an egg hunt by Laura Hughes |



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| | <p>toasted hot cross buns & hot chocolate.</p> <p>Grass heads</p> <p>Make a castle (boxes)</p> <p>Making wildflower seed bombs from recycled paper</p> | <p>gathering around the fire, fire safety.</p> <p>Learning about growing from seed, caring for plants, observation and science.</p> <p>D+T, teamwork, role-play, imaginary play, creativity and STEAM.</p> <p>Learning about growing from seed, caring for plants, observation and science.</p> | | <p>Planting a rainbow by Lois Ehlert</p> <p>The legend of St George storytelling Zog by Julia Donaldson</p> |
| <p>May Whole school outdoor classroom day focus</p> | <p>Maypole making/dancing and making up a poem/song with instruments.</p> <p>Dandelion play dough</p> <p>Bee pollen games – pollen race</p> | <p>Learning about heritage, creativity and working together.</p> <p>Dexterity, creativity, imaginative play, sensory play, roleplay and teamwork.</p> <p>STEAM, dexterity, gross motor skills, observation skills, identification skills and group work</p> | <p>Outdoor Classroom Day Culture & Heritage – Maypole Seasons – Spring flowers World Bee Day</p> | <p>Mayday/Maypole poem</p> <p>From tiny seeds... by Emilie Vast (Flying section)</p> <p>Big book of bees by Yuval</p> |





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| | Make a Bee House/Hotel | STEAM, habitats and living things | | Bees: a lift the flap book by Carmen Saldana |
| June Whole school Worm Charming Championships Whole school GSSS focus and event – focus on STEM outdoors Whole school 30 days of wild Summer Solstice festival a possibility | Minibeast activities – Beetle focus Random acts of wildness activities linked to GSSS – possible pond dipping ? Mud tea party | Observation, making predictions, teamwork, enquiry skills, STEAM and environmental skills. Dexterity, creativity, imaginative play, sensory play, roleplay and teamwork. | National insect week 30 Days of Wild International Mud Day | The Big Book of Bugs by Yuval Zommer What the ladybird heard by Julia Donaldson How the Beetle got its gorgeous coat in A world full of animal stories book Flip Flap Minibeasts by Alex Scheffler Tadpoles Promise by Jeanne Willis Mud pies and other recipes by Marjorie Winslow |
| July Whole school Biodiversity focus Whole school end of Summer celebration Whole School Moth Night event Whole School den building focus | Biodiversity - BioBlitz Butterfly spot/count Large butterfly chalk art with kids in middle. Make a Butterfly plate feeder | Observation, making predictions, teamwork, enquiry skills and environmental skills. Art and craft skills, intro to symmetry, shape, and size. Pair/small group work. | Biodiversity Week Butterfly spot Moth night | The Big Book of Bugs by Yuval Zommer The woolly bear caterpillar by Yuval Zommer Waiting for wings by Lois Ehlert |



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| | <p>End of year celebration- cooking around the campfire.</p> | <p>Gathering together, understanding a sense of community, tool use, safe fire lighting, storytelling and new tastes.</p> | | <p>Whose habitat is that? By Lucile Piketty</p> |
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Assessment for Learning

| Enjoyment  | Confidence and character  |
|---|---|
| <p>Enjoy being outdoors – smile often!</p> <p>Want to repeat the activity now</p> <p>Participate fully in activity</p> <p>Talk about their experience with enthusiasm</p> <p>Talk about wanting to do it again once back indoors</p> <p>Opt into all activities</p> <p>Encourage friends/peers to take part</p> <p>Voice having fun</p> | <p>Overcome apprehensions to take part</p> <p>Want a second go at activities</p> <p>Develop resilience through perseverance</p> <p>Want to move forward to the next challenge</p> <p>Feel positive about themselves – have a ‘can –do’ attitude</p> |



Year 1

| Month | Activity | Learning links | Wider school/national /world links | Literacy link |
|--|--|---|---|--|
| October Whole school Autumn/ Big Draw, Halloween & apple day focus Seed Gathering Sunday – could be whole school family event. Diwali celebrations | Creating mazes (discuss maize maze) Peeling apple competition Making toffee apple bites on the campfire and whittling a stick to use. Making Rangoli leaf art | STEM, literacy, teamwork, dexterity, arts and crafts, creativity and imaginative play. Senses, new tastes, community and fire safety. Learning to be safe around the fire and tool use. Independent cooking. Art and creativity skills, learning about different cultures, Individual differences and RE. | Harvest Festival Apple day Diwali | Storytelling about harvest festival The Raja and the rice story Let's go apple picking by Lori Haskins Houran and Nila Aye Rama and Sita storytelling |
| November Whole school Halloween/bonfire focus Whole school outdoor classroom day event/week | Making leaf shadow puppets Autumn leaf men Scavenger Hunt- I spy Pavement Bonfire phonics and twig/chalk fireworks. Can you build a pretend bonfire? | Creativity, light/shadows, role play, art and crafts and science. Environmental science, creativity, STEAM, art & design. Identification, STEM, working together, observing our natural world. | Halloween (Oct/Nov depending on half term) Bonfire Night Maths Week | The leaf thief by Alice Hemming The leaf men and the brave good bugs by William Joyce |



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| <p>Whole school maths week</p> | <p>Outdoor maths scavenger hunt and trail</p> | <p>Observation, maths language and keywords, working together, problem solving & observing our natural world.</p> | | |
| <p>December Whole school festive focus</p> | <p>Make large log Christmas tree art</p> <p>Make a little pine tree decoration</p> <p>Campfire gathering, whittle a stick for s'mores, hot chocolate and popcorn celebration and stories/songs.</p> | <p>Measurements, special awareness, teamwork and problem solving.</p> <p>Art and craft, creativity and STEAM.</p> <p>Community, coming together & making friends. Comfort in the fire, fire safety and listening skills to stories.</p> | <p>Christmas</p> | <p>The Christmas Eve Tree by Delia Huddy</p> <p>Pick a pine tree by Patricia Toht</p> <p>The Christmas Pine by Julia Donaldson</p> |
| <p>January Whole school Bird focus (Ice/Snow play PITM)</p> <p>Whole school birdday party!</p> | <p>Big Garden Bird Watch</p> <p>Making diy bird baths</p> <p>Can you make a food wreath for the birds?</p> <p>Can we make a giant nest?</p> | <p>Understanding the environment and the world around them, identification of birds and listening for bird song, taking care of local wildlife.</p> <p>STEAM, construction, teamwork, DT and literacy. Celebration of Wassailing tradition.</p> <p>Working together, lifting and carrying, being safe,</p> | <p>Big Garden Bird Watch</p> <p>Wassailing</p> | <p>The Big Book of Birds by Yuval Zommer</p> <p>Bird House by Clover Robin</p> <p>The perfect nest by Catherine Friend</p> |



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| | | considering others and problem solving. | | |
| February Whole school storytelling focus (Ice/Snow play PITM) | Creating natural story maps, making story sticks. Flour sprinkle heart art Cooking pancakes on the campfire, learning to light a fire safely. (probably over 2 sessions) | Communication, listening + questioning. Writing, creativity, imagination, dexterity + writing skills. Art and craft, imagination and individual working. Tool use, being safe around a fire, dexterity, teamwork, new tastes and friendship | National Story telling week Valentine’s Day Shrove Tuesday | The natural storyteller – wildlife tales for telling by Georgina Keable The frog prince story The runaway pancake story in A year full of stories book |
| March Whole school STEM focus (PITM Birch Tree sap tasting) | STEM – Fairy tale and nursery rhymes Using Jack and the beanstalk book and/or storytelling to plant beans as a whole class science experiment Golden egg hunt . Can you tell the story of Gelert the hound using natural materials? | Enquiry, curiosity, questioning, maths, science, environmental understanding and teamwork. Following a trail, problem solving, and observation skills, reading riddles and working together as a team. Storytelling, role play, imagination, drama and creativity. | British Science Week | Jack and the beanstalk (tbc) Gelert the hound story |








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| <p>April Whole school Easter/Spring focus Whole school gardening focus (heavily depend on funding!)</p> | <p>Weather – Making a natural mobile and/or wind chime/windsock</p> <p>Easter Hunt/Easter theme games/melted crayon wood cookie Easter decoration/cooking hot cross buns on the campfire</p> <p>Planting seeds</p> <p>Can you make a sword?</p> | <p>Enquiry, curiosity, questioning, engineering, maths, science, and teamwork. How to look after ourselves and each other in windy weather.</p> <p>Celebration and gathering, new tastes, storytelling around the fire.</p> <p>Environmental science, gardening skills, STEM, understanding our natural world.</p> <p>Lashing and knot skills</p> | <p>Seasons – Spring rain + wind Easter National gardening week St George’s Day</p> | <p>Jeremy worried about the wind by Pamela Butchart</p> <p>How the Rabbit got its long ears story and Ostara and the white hare.</p> <p>A seed is sleepy by Diana Aston</p> <p>St George and the dragon storytelling</p> |
| <p>May Whole school outdoor classroom day focus</p> | <p>Planting seeds/gardening activities</p> <p>Can you make and decorate a Maypole?</p> | <p>Working together, learning about what seeds need to grow, science, maths and taking care of our environment. Art and craft and imaginative play.</p> <p>Teamwork, art and creativity, understanding arts and culture.</p> | <p>Outdoor Classroom Day Culture & Heritage – Maypole Seasons – Spring flowers</p> | <p>From tiny seeds... by Emilie Vast (Flying section)</p> <p>A seed is sleepy by Diana Aston</p> <p>The cracked pot story from A year full of stories book</p> |



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| | Dandelion lion craft, weaving, dandelion printing and vase pictures. | | | The Dandelion seed's big dream by Joseph Anthony |
| June Whole school Worm Charming Championships Whole school GSSS focus and event – focus on STEM outdoors Whole school 30 days of wild Summer Solstice festival a possibility | Great Science Share for Schools (GSSS) – whole school plan tbc. Random acts of wildness activities linked to GSSS – possible pond dipping Tasting Elderflower cordial | Observation, making predictions, teamwork, enquiry skills and environmental skills. New tastes, tree ID, making cordial. | Great Science Share International Mud Day 30 Days of Wild Seasons - Summer | Tadpoles Promise by Jeanne Willis The mother Elder by Danny English. |
| July Whole school Biodiversity focus Whole school end of Summer celebration Whole School Moth Night event Whole School den building focus | Biodiversity – BioBlitz Butterfly spot/count Butterfly hapa zone printing Den Building inter-year competition End of year celebration, cooking around the campfire with stories and songs. | Observation, making predictions, teamwork, enquiry skills and environmental skills. Art and craft skills, intro to symmetry, shape, and size. Pair/small group work. Tool use. Problem solving, teamwork, lifting and carrying, imagination and creativity. Gathering together, social skills, sharing, new tastes and lighting fire safely. | Biodiversity Week Butterfly spot Moth night Den Building week | The Big Book of Bugs by Yuval Zommer A Butterfly is patient by Diana Hutts Aston |





| Enjoyment  | Confidence and character  | Health and wellbeing  | Social and emotional awareness  | Activity skills  |
|---|---|---|---|--|
| <p>Enjoy being outdoors – smile often!</p> <p>Want to repeat the activity now</p> <p>Participate fully in activity</p> <p>Talk about their experience with enthusiasm</p> <p>Talk about wanting to do it again once back indoors</p> <p>Opt into all activities</p> <p>Encourage friends/peers to take part</p> <p>Voice having fun</p> | <p>Overcome apprehensions to take part</p> <p>Want a second go at activities</p> <p>Develop resilience through perseverance</p> <p>Want to move forward to the next challenge</p> <p>Feel positive about themselves – have a ‘can –do’ attitude</p> | <p>Young people have a positive self-image</p> <p>Talk about the benefits to their health through participation in outdoor activities</p> <p>Want to continue their interest in outdoor activities beyond school</p> <p>Understand how much exercise is required to remain healthy</p> <p>Are aware of the links between physical and emotional wellbeing</p> | <p>Are learning to recognise their own and others’ strengths and current limitations, valuing the contribution of others.</p> <p>Willingly trust others and accept their support, while also recognising when others need support and willingly offer theirs</p> <p>Treat others with tolerance and respect, challenging intolerance when necessary</p> <p>Understand how their own actions impact others</p> <p>Start to take responsibility for their own safety as well as that of others</p> <p>Recognise and applaud the achievements of others, regardless of how these compare with their own.</p> | <p>Develop physical skills that they adapt and apply effectively in outdoor activities</p> <p>Develop relevant mental skills (e.g. determination, co-operation, resilience)</p> <p>Know how to dress appropriately for outdoor activities</p> <p>Understand how to keep themselves comfortable when outdoors in a variety of environments</p> <p>Respond positively in challenging environments (e.g. darkness, inclement weather)</p> |



Year 2

Outdoor Learning Curriculum

All of the planning below is intentional planning taking into consideration celebrations, community, annual events along with maintenance jobs, routines and free play but it also leaves room for responsive/planning in the moment (PITM).

| Month | Activity | Learning links | Wider school/national /world links | Literacy link |
|--|---|---|---|--|
| September New Beginnings/ Transition – Getting the children used to the process, putting routines and expectations in place about OL through a variety of ambulatory activities, games and circle time | Autumn equinox – Autumn scavenger hunt and Autumn play. | Routines, social interaction, rules, spatial awareness, looking after each other and ourselves. Observation of our natural world, number and colour, sorting and categorisation. | Seasons – Autumn Great British Beach Clean and litter pick | Leaf Thief by Nicola Slater |
| | Community walk and litter pick (fund raiser?) | Looking after our environment, learning to respect our environment. | | Old enough to save the planet by Anna Taylor |
| | Eco craft – can you make a recycled skipping rope? | Learning principles and recycle and reuse. | | |



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| <p>October Whole school Autumn/ Big Draw, Halloween & apple day focus Seed Gathering Sunday – could be whole school family event. Diwali celebrations</p> | <p>Catapult making – apple annihilator challenge</p> <p>Can you make a Rangoli inspired apple leaf art?</p> | <p>Hand/eye coordination, STEM, dexterity.</p> <p>Senses, dexterity, gross motor skills, pair/share/teamwork.</p> <p>Using a knife – tool use</p> <p>Creativity, working as a team, colour categorisation and observation skills.</p> | <p>Apple day Harvest Festival The Big Draw and Diwali</p> | <p>Harvest festival storytelling – tbc</p> <p>Apple tree story</p> |
| <p>November Whole school Halloween/bonfire focus Whole school outdoor classroom day event/week Whole school maths week</p> | <p>Bat echolocation experiment & Bat toilet roll craft.</p> <p>Making Bat Boxes (if budget does not allow in Nov try to secure funds for summer)</p> <p>Cooking around the campfire</p> | <p>Art and craft.</p> <p>DT. Environmental awareness. Conservation. Understanding Bat roosts/habitats.</p> <p>Tool use – dexterity, safety of tools, teamwork, measuring and engineering.</p> <p>Gathering together, social skills, storytelling and new tastes.</p> | <p>Halloween Bonfire Night</p> | <p>Amara and the Bats – Emma Reynolds</p> <p>Fiery Fox by Teresa Davis and the Fox and the fire story.</p> |



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| <p>December Whole school festive focus</p> | <p>Making campfire orange brownies</p> <p>Twig/stick Christmas people or character decorations</p> | <p>New tastes, mixing, filling, knife skills. Pair work to light a fire- fire lighting skills, safety around the fire. Science understanding and hypothesis – friction, spark, fuel, oxygen, fire triangle.</p> <p>Arts and Crafts, creativity, DT and tool use. Taking part in and understanding traditions/annual celebrations.</p> | <p>Christmas</p> | <p>Stick Man by Julia Donaldson</p> <p>(selection of Christmas books)</p> |
| <p>January Whole school Bird focus (Ice/Snow play PITM)</p> <p>Whole school birdday party!</p> | <p>Big Garden Bird Watch</p> <p>Recycled bird feeders Drawing birds and bird poems to be performed at the Wassail and Birdday party.</p> | <p>Understanding the environment and the world around them, identification of birds and listening for bird song, taking care of local wildlife.</p> <p>STEAM, construction, teamwork. Arts + crafts, creativity, dexterity and hand/eye coordination.</p> | <p>Big Garden Bird Watch</p> | <p>Big Book of Birds by Yuval Zommer Bird ID charts</p> |



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| <p>February Whole school storytelling focus (Ice/Snow play PITM)</p> | <p>Mud/nature storytelling</p> <p>Mud kitchen role play/stories, nature art pictures and storyboards, Greenman/tree trolls clay faces.</p> <p>Heart activity – green your space</p> <p>Cooking pancakes on the campfire, learning to light a fire safely. (probably over 2 sessions)</p> | <p>Sensory play, dexterity, role play, creativity, imaginative play, team/pair work, storytelling and character development.</p> <p>Analysis of current area, highlighting need, discussion of how to improve the area, problem solving and teamwork, presentation skills.</p> <p>Tool use, being safe around a fire, dexterity, teamwork, new tastes and friendship</p> | <p>National Story telling week Valentine’s Day Shrove Tuesday</p> | <p>Greenman and other stories</p> <p>The Moles wedding in a year full of stories book</p> <p>The runaway pancake story in a year full of stories book</p> |
| <p>March Whole school STEM focus</p> | <p>STEM – Fairy tale and nursery rhymes Three Billy Goats Gruff – Making Bridges</p> <p>Drawing Daffodils</p> | <p>Teamwork, DT, STEAM, role play and creativity.</p> | <p>British Science Week The great Daffodil appeal</p> | <p>Three Billy Goats Gruff</p> <p>The spotty dotty Daffodil by Rose Mannering</p> |








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| <p>April Whole school Easter/Spring focus Whole school gardening focus</p> | <p>Weather – Rain Rain Art pictures Can you make a rain gauge? Easter Hunt/Easter theme games/melted crayon wood cookie Easter decoration/cooking hot cross buns on the campfire Planting seeds Can you make a dragon egg or a dragon eye out of natural clay?</p> | <p>Art and craft, STEAM, creativity, observation and enquiry skills, making a hypothesis, pair/teamwork. Celebration and gathering, new tastes, storytelling around the fire. Environmental science, gardening skills, STEM, understanding our natural world. Dexterity, understanding where natural resource comes from, imagination and creativity.</p> | <p>Seasons – Spring rain + wind Easter National gardening week St George’s Day</p> | <p>Rain before rainbows by Smriti Halls The rhythm of rain by Grahame Baker-Smith How the Rabbit got its long ears story The big book of blooms by Yuval Zommer George and the Dragon storytelling</p> |
| <p>May Whole school outdoor classroom day focus</p> | <p>Making Dandelion Lemonade Dandelion artwork inspired by Tiny Seed book. Save the Bees pledge and activity – make small cone Bees and pledges. Can you spot a Bee and identify it?</p> | <p>New tastes, sensory, teamwork, understanding nature and seasons, foraging and natural/herbal remedies. Arts and creativity. Understanding our natural world. Identification skills.</p> | <p>Outdoor Classroom Day World Bee Day</p> | <p>Dandelion poem by Nellie M, Garabrant The legend of the dandelion story Give Bees a chance by Bethany Barton</p> |



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| <p>June Whole school Worm Charming Championships Whole school GSSS focus and event – focus on STEM outdoors Whole school 30 days of wild Summer Solstice festival a possibility</p> | <p>Great Science Share for Schools Mud Kitchen Bake Off! 30 days of wildness activities</p> | <p>Observation, making predictions, teamwork, enquiry skills and environmental skills. Muddy play, dexterity, hands on learning, texture, teamwork, play, creativity and imagination.</p> | <p>Great Science Share (tbc) International Mud Day 30 Days of Wild Seasons - Summer</p> | |
| <p>July Whole school Biodiversity focus Whole school end of Summer celebration Whole School Moth Night event Whole School den building focus</p> | <p>Biodiversity- Bioblitz. Yr2 will draw species to use on the large map. Butterfly count – Can you keep a tally? Can you show the total using sticks? Can you make a Butterfly stick craft? Den Building inter-year competition End of year celebration, cooking around the campfire with stories and songs</p> | <p>STEAM, understanding Butterfly lifecycles, tool use, identification/observation. Problem solving, teamwork, lifting and carrying, imagination and creativity. Gathering together, social skills, sharing, new tastes and lighting fire safely.</p> | <p>Biodiversity Week Butterfly spot Moth night</p> | <p>Big Book of Bugs by Yuval Zommer A butterfly is patient by Dianna Hutts Aston</p> |



Assessment for Learning

| Enjoyment  | Confidence and character  | Health and wellbeing  | Social and emotional awareness  | Activity skills  |
|---|---|---|---|---|
| <p>Enjoy being outdoors – smile often!</p> <p>Want to repeat the activity now</p> <p>Participate fully in activity</p> <p>Talk about their experience with enthusiasm</p> <p>Talk about wanting to do it again once back indoors</p> <p>Opt into all activities</p> <p>Encourage friends/peers to take part</p> <p>Voice having fun</p> | <p>Overcome apprehensions to take part</p> <p>Want a second go at activities</p> <p>Develop resilience through perseverance</p> <p>Want to move forward to the next challenge</p> <p>Feel positive about themselves – have a ‘can –do’ attitude</p> | <p>Young people have a positive self-image</p> <p>Talk about the benefits to their health through participation in outdoor activities</p> <p>Want to continue their interest in outdoor activities beyond school</p> <p>Understand how much exercise is required to remain healthy</p> <p>Are aware of the links between physical and emotional wellbeing</p> | <p>Are learning to recognise their own and others’ strengths and current limitations, valuing the contribution of others.</p> <p>Willingly trust others and accept their support, while also recognising when others need support and willingly offer theirs</p> <p>Treat others with tolerance and respect, challenging intolerance when necessary</p> <p>Understand how their own actions impact others</p> <p>Start to take responsibility for their own safety as well as that of others</p> <p>Recognise and applaud the achievements of others, regardless of how these compare with their own.</p> | <p>Develop physical skills that they adapt and apply effectively in outdoor activities</p> <p>Develop relevant mental skills (e.g. determination, co-operation, resilience)</p> <p>Know how to dress appropriately for outdoor activities</p> <p>Understand how to keep themselves comfortable when outdoors in a variety of environments</p> <p>Respond positively in challenging environments (e.g. darkness, inclement weather).</p> |



Year 3

Outdoor Learning Curriculum

All of the planning below is intentional planning taking into consideration celebrations, community, annual events along with maintenance jobs, routines and free play but it also leaves room for responsive/planning in the moment (PITM).

| Month | Activity | Learning links | Wider school/national /world links | Literacy link |
|--|---|---|------------------------------------|----------------------------------|
| September New Beginnings/ Transition – Getting the children used to the process, putting routines and expectations in place about OL through a variety of ambulatory activities, games and circle time | New Beginnings/ Transition – Getting the children used to the process, putting routines and expectations in place about OL through a variety of ambulatory activities, games and circle time. Autumn equinox – Autumn scavenger hunt and Autumn play. Autumn leaf animals. | Routines, social interaction, rules, spatial awareness, looking after each other and ourselves. Observation of our natural world, number and colour, sorting and categorisation. | Seasons - Autumn | Leaf Thief by Nicola Slater |
| October Whole school Autumn/ Big Draw, Halloween & apple day focus Seed Gathering Sunday – could be whole school family event. Diwali celebrations | Weave an Autumn Loom | Hand/eye coordination, STEM, dexterity. Senses, dexterity, gross motor skills, pair/share/teamwork. Using a saw – tool use | Harvest Festival | Goodbye Summer, Hello Autumn |
| November Whole school Halloween/bonfire focus Whole school outdoor classroom day event/week Whole school maths week | Bat echolocation experiment Bat nature craft | DT. Environmental awareness. Conservation. Understanding Bat roosts/habitats, STEAM, pair work. | Halloween Bonfire Night | The Bat Book by Charlotte Milner |



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| <p>December Whole school festive focus</p> | <p>Natural Christmas decorations and Smores on the camp fire.</p> | <p>New tastes, mixing, filling, knife skills. Pair work to light a fire- fire lighting skills, safety around the fire. Science understanding and hypothesis – friction, spark, fuel, oxygen, fire triangle. Arts and Crafts, creativity, DT and tool use. Taking part in and understanding traditions/annual celebrations.</p> | <p>Christmas</p> | <p>(selection of Christmas books)</p> |
| <p>January Whole school Bird focus (Ice/Snow play PITM) Whole school birdday party!</p> | <p>Big Garden Bird Watch Recycled bird feeders Drawing birds</p> | <p>Understanding the environment and the world around them, identification of birds and listening for bird song, taking care of local wildlife. STEAM, construction, teamwork. Arts + crafts, creativity, dexterity and hand/eye coordination.</p> | <p>Big Garden Bird Watch</p> | <p>Big Book of Birds Bird ID charts</p> |
| <p>February Whole school storytelling focus (Ice/Snow play PITM)</p> | <p>Mud/nature storytelling Mud kitchen role play/stories, nature art pictures and storyboards, Greenman/tree trolls clay faces.</p> | <p>Sensory play, dexterity, role play, creativity, imaginative play, team/pair work, storytelling and character development.</p> | <p>National Story telling week</p> | <p>Greenman and other stories</p> |








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|--|---|--|--|---|
| <p>March Whole school STEM focus</p> | <p>STEM – Fairy tale and nursery rhymes</p> <p>Three Billy Goats Gruff – Making Bridges</p> | <p>Teamwork, DT, STEAM, role play and creativity.</p> | <p>British Science Week</p> | <p>Three Billy Goats Gruff</p> |
| <p>April Whole school Easter/Spring focus Whole school gardening focus</p> | <p>Weather – Rain</p> <p>Rain Art pictures</p> <p>Planting out wildflower seeds + making blowdarts – Chapters 1+2 of Poppy goes wild</p> | <p>Art and craft, STEAM, creativity, observation and enquiry skills, making a hypothesis, pair/teamwork.</p> <p>Woodwork, using tools, personal safety, plants and living things, observation skills, environmental awareness and conservation.</p> | | <p>Rain before rainbows by Smriti Halls</p> <p>Poppy goes wild by Nick Powell</p> |
| <p>May Whole school outdoor classroom day focus</p> | <p>Making Dandelion Lemonade</p> <p>Making Otter Holts and making wetlands, observing the flow of water and how rivers differ to wetlands – chapters 3 + 4 of Poppy goes wild</p> | <p>New tastes, sensory, teamwork, understanding nature and seasons, foraging and natural/herbal remedies.</p> <p>Conservation, horizontal and vertical lines, engineering, D+T, environmental awareness, learning about new species, science enquiry and observation</p> | <p>Outdoor Classroom Day</p> | <p>Dandelion poem by Nellie M, Garabrant</p> <p>Poppy goes wild by Nick Powell</p> <p>River</p> |
| <p>June Whole school Worm Charming Championships Whole school GSSS focus and event – focus on STEM outdoors</p> | <p>Great Science Share for Schools</p> <p>30 days of wildness activities</p> <p>Making Elderflower pancakes</p> | <p>Observation, making predictions, teamwork, enquiry skills and environmental skills.</p> <p>New tastes, fire safety, community and friendship.</p> | <p>Great Science Share International Mud Day 30 Days of Wild Queen Jubilee – The Big Lunch</p> | <p>Poppy goes wild by Nick Powell</p> |



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| <p>Whole school 30 days of wild Summer Solstice festival a possibility</p> | <p>Making Hedgehog homes (Hog houses) in the woodland and clay Hedgehogs – Chapters 5 + 6 Poppy goes wild</p> | <p>D+T, habitats and living things, art and crafts</p> | | |
| <p>July Whole school Biodiversity focus Whole school end of Summer celebration Whole School Moth Night event Whole School den building focus</p> | <p>Bioblitz Butterfly nature craft Butterfly spot Celebration end of year ceremony/fire/ s'more's</p> | <p>STEAM, understanding Butterfly lifecycles, tool use, identification/observation.</p> | <p>Biodiversity Week Butterfly spot Moth night</p> | <p>Big Book of Bugs by Yuval Zommer A butterfly is patient by Dianna Hutts Aston</p> |



Assessment for Learning

| Enjoyment  | Confidence and character  | Health and wellbeing  | Social and emotional awareness  | Activity skills  |
|---|---|---|---|---|
| <p>Enjoy being outdoors – smile often!</p> <p>Want to repeat the activity now</p> <p>Participate fully in activity</p> <p>Talk about their experience with enthusiasm</p> <p>Talk about wanting to do it again once back indoors</p> <p>Opt into all activities</p> <p>Encourage friends/peers to take part</p> <p>Voice having fun</p> | <p>Overcome apprehensions to take part</p> <p>Want a second go at activities</p> <p>Develop resilience through perseverance</p> <p>Want to move forward to the next challenge</p> <p>Feel positive about themselves – have a ‘can –do’ attitude</p> | <p>Young people have a positive self-image</p> <p>Talk about the benefits to their health through participation in outdoor activities</p> <p>Want to continue their interest in outdoor activities beyond school</p> <p>Understand how much exercise is required to remain healthy</p> <p>Are aware of the links between physical and emotional wellbeing</p> | <p>Are learning to recognise their own and others’ strengths and current limitations, valuing the contribution of others.</p> <p>Willingly trust others and accept their support, while also recognising when others need support and willingly offer theirs</p> <p>Treat others with tolerance and respect, challenging intolerance when necessary</p> <p>Understand how their own actions impact others</p> <p>Start to take responsibility for their own safety as well as that of others</p> <p>Recognise and applaud the achievements of others, regardless of how these compare with their own.</p> | <p>Develop physical skills that they adapt and apply effectively in outdoor activities</p> <p>Develop relevant mental skills (e.g. determination, co-operation, resilience)</p> <p>Know how to dress appropriately for outdoor activities</p> <p>Understand how to keep themselves comfortable when outdoors in a variety of environments</p> <p>Respond positively in challenging environments (e.g. darkness, inclement weather).</p> |



Year 4

Outdoor Learning Curriculum

All of the planning below is intentional planning taking into consideration celebrations, community, annual events along with maintenance jobs, routines and free play but it also leaves room for responsive/planning in the moment (PITM).

| Month | Activity | Learning links | Wider school/national /world links | Literacy link |
|--|---|--|------------------------------------|---|
| September New Beginnings/ Transition – Getting the children used to the process, putting routines and expectations in place about OL through a variety of ambulatory activities, games and circle time | New Beginnings/ Transition – Getting the children used to the process, putting routines and expectations in place about OL through a variety of ambulatory activities, games and circle time. Autumn equinox – Autumn scavenger hunt and Autumn play. Leaf pictures, leaf flames, leaf rubbings, leaf crowns, rainbow snake, sunbeams + spider web leaf art and leaf people. | Routines, social interaction, rules, spatial awareness, looking after each other and ourselves. Observation of our natural world, number and colour, sorting and categorisation. Art and craft skills. Creativity and curiosity. | Seasons - Autumn | Leaf Man by Lois Ehlert Goodbye Summer Hello Autumn by Kenard Pak |
| October Whole school Autumn/ Big Draw, Halloween & apple day focus Seed Gathering Sunday – could be whole school family event. Diwali celebrations | Creating mazes (discuss maize maze) Peeling apple competition Making toffee apple bites on the campfire and whittling a stick to use. | STEM, literacy, teamwork, dexterity, arts and crafts, creativity and imaginative play. Senses, new tastes, community and fire safety. Learning to be safe around the fire and tool use. Independent cooking. | Apple day Harvest Festival | Storytelling about harvest festival |



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| <p>November Whole school Halloween/bonfire focus Whole school outdoor classroom day event/week Whole school maths week</p> | <p>Making leaf luminaries Autumn leaf masks</p> | <p>Creativity, light/shadows, role play, art and crafts and science.</p> | <p>Halloween Bonfire Night</p> | <p>The leaf thief by Alice Hemming</p> |
| <p>December Whole school festive focus</p> | <p>Wood cookie reindeer slice ornaments and/or twig Rudolph and S'more's on the campfire.</p> | <p>New tastes, mixing, filling, knife skills. Pair work to light a fire- fire lighting skills, safety around the fire. Science understanding and hypothesis – friction, spark, fuel, oxygen, fire triangle. Arts and Crafts, creativity, DT and tool use. Taking part in and understanding traditions/annual celebrations. Tool use, art and craft, creativity, pair work and taking part in festive celebration.</p> | <p>Christmas</p> | <p>The Christmas Eve Tree by Delia Huddy</p> |
| <p>January Whole school Bird focus (Ice/Snow play PITM) Whole school birdday party!</p> | <p>Big Garden Bird Watch Making diy bird baths (Ice/Snow play PITM)</p> | <p>Understanding the environment and the world around them, identification of birds and listening for bird song, taking care of local wildlife. STEAM, construction, teamwork, DT and literacy.</p> | <p>Big Garden Bird Watch</p> | <p>The Big Book of Birds by Yuval Zommer Bird House by Clover Robin The perfect nest by Catherine Friend</p> |
| <p>February Whole school storytelling focus</p> | <p>Creating natural story maps</p> | <p>Communication, listening + questioning.</p> | <p>National Story telling week</p> | <p>The natural storyteller – wildlife tales for</p> |



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| (Ice/Snow play PITM) | (Ice/Snow play PITM) | Writing, creativity, imagination, dexterity + writing skills. | | telling by Georgina Keable |
| March Whole school STEM focus | STEM – Fairy tale and nursery rhymes Using Jack and the beanstalk book and/or storytelling to plant beans as a whole class science experiment. (PITM Birch Tree sap tasting) | Enquiry, curiosity, questioning, maths, science, environmental understanding and teamwork. | British Science Week | Jack and the beanstalk (tbc) |
| April Whole school Easter/Spring focus Whole school gardening focus | Weather – Making a natural mobile and/or wind chime Easter Hunt/Easter theme games/craft | Enquiry, curiosity, questioning, engineering, maths, science, and teamwork. How to look after ourselves and each other in windy weather. | Seasons – Spring rain + wind Easter | Jeremy worried about the wind by Pamela Butchart |
| May Whole school outdoor classroom day focus | Planting seeds/gardening activities Dandelion lion craft, weaving, dandelion printing and vase pictures. | Working together, learning about what seeds need to grow, science, maths and taking care of our environment. Art and craft and imaginative play. | Outdoor Classroom Day Culture & Heritage – Maypole Seasons – Spring flowers | From tiny seeds... by Emilie Vast (Flying section) A seed is sleepy by Diana Aston |
| June Whole school Worm Charming Championships Whole school GSSS focus and event – focus on STEM outdoors Whole school 30 days of wild Summer Solstice festival a possibility | Great Science Share for Schools (GSSS) Random acts of wildness activities linked to GSSS – possible pond dipping Tasting Elderflower cordial | Observation, making predictions, teamwork, enquiry skills and environmental skills. New tastes | International Mud Day 30 Days of Wild Seasons - Summer | Tadpoles Promise by Jeanne Willis Elderflower storytelling |








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|---|---|---|--|---|
| <p>July Whole school Biodiversity focus Whole school end of Summer celebration Whole School Moth Night event Whole School den building focus</p> | <p>Biodiversity – Butterfly spot/count Butterfly hapa zone printing</p> | <p>Observation, making predictions, teamwork, enquiry skills and environmental skills. Art and craft skills, intro to symmetry, shape, and size. Pair/small group work. Tool use.</p> | <p>Biodiversity Week Butterfly spot Moth night</p> | <p>The Big Book of Bugs by Yuval Zommer A Butterfly is patient by Diana Hutts Aston</p> |
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***Whole school Biodiversity project – GSSS date TBC (June)**

****Family event whole school – Moth Night TBC (July)**



Assessment for Learning

| Enjoyment  | Confidence and character  | Health and wellbeing  | Social and emotional awareness  | Activity skills  |
|---|---|---|---|---|
| <p>Enjoy being outdoors – smile often!</p> <p>Want to repeat the activity now</p> <p>Participate fully in activity</p> <p>Talk about their experience with enthusiasm</p> <p>Talk about wanting to do it again once back indoors</p> <p>Opt into all activities</p> <p>Encourage friends/peers to take part</p> <p>Voice having fun</p> | <p>Overcome apprehensions to take part</p> <p>Want a second go at activities</p> <p>Develop resilience through perseverance</p> <p>Want to move forward to the next challenge</p> <p>Feel positive about themselves – have a ‘can –do’ attitude</p> | <p>Young people have a positive self-image</p> <p>Talk about the benefits to their health through participation in outdoor activities</p> <p>Want to continue their interest in outdoor activities beyond school</p> <p>Understand how much exercise is required to remain healthy</p> <p>Are aware of the links between physical and emotional wellbeing</p> | <p>Are learning to recognise their own and others’ strengths and current limitations, valuing the contribution of others.</p> <p>Willingly trust others and accept their support, while also recognising when others need support and willingly offer theirs</p> <p>Treat others with tolerance and respect, challenging intolerance when necessary</p> <p>Understand how their own actions impact others</p> <p>Start to take responsibility for their own safety as well as that of others</p> <p>Recognise and applaud the achievements of others, regardless of how these compare with their own.</p> | <p>Develop physical skills that they adapt and apply effectively in outdoor activities</p> <p>Develop relevant mental skills (e.g. determination, co-operation, resilience)</p> <p>Know how to dress appropriately for outdoor activities</p> <p>Understand how to keep themselves comfortable when outdoors in a variety of environments</p> <p>Respond positively in challenging environments (e.g. darkness, inclement weather).</p> |



Year 5

Outdoor Learning Curriculum

All of the planning below is intentional planning taking into consideration celebrations, community, annual events along with maintenance jobs, routines and free play but it also leaves room for responsive/planning in the moment (PITM).

| | | | | |
|--|--|--|---|---|
| <p>September New Beginnings/ Transition – Getting the children used to the process, putting routines and expectations in place about OL through a variety of ambulatory activities, games and circle time</p> | <p>New Beginnings/ Transition – Getting the children used to the process, putting routines and expectations in place about OL through a variety of ambulatory activities, games and circle time.</p> <p>Autumn equinox – Autumn scavenger hunt and Autumn play. Leaf pictures, leaf flames, leaf rubbings, leaf crowns, rainbow snake, sunbeams + spider web leaf art and leaf people.</p> | <p>Routines, social interaction, rules, spatial awareness, looking after each other and ourselves.</p> <p>Art and craft skills, curiosity and creativity.</p> | <p>Seasons - Autumn</p> | <p>The Lost Spells/The Lost Words</p> |
| <p>October Whole school Autumn/ Big Draw, Halloween & apple day focus Seed Gathering Sunday – could be whole school family event. Diwali celebrations</p> | <p>Making a magic stick</p> <p>Fire lighting</p> <p>Dutch oven apple + blackberry pie/crumble</p> | <p>STEM, literacy, teamwork, dexterity, knots, lashing whittling, weaving, arts and crafts, creativity and imaginative play.</p> <p>Senses, new tastes, community and fire safety.</p> | <p>Halloween (possible Queen Jubilee tree planting)</p> | <p>Halloween storytelling</p> <p>Harry Potter</p> |



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| | | Learning to be safe around the fire and tool use. Independent cooking. | | |
| November Whole school Halloween/bonfire focus Whole school outdoor classroom day event/week Whole school maths week | Making natural body paints | Mixing, STEAM, creativity, art + craft, imaginative play, role play. | Day of the dead | Seasonal storytelling |
| December Whole school festive focus | Making an advent wood cookie tree + other festive crafts plus S'more's/Hotdogs on the campfire. | New tastes, mixing, filling, knife skills. Pair work to light a fire- fire lighting skills, safety around the fire. Science understanding and hypothesis – friction, spark, fuel, oxygen, fire triangle. Arts and Crafts, creativity, DT and tool use. Taking part in and understanding traditions/annual celebrations. Tool use, art and craft, creativity, pair work and taking part in festive celebration. | Christmas | Seasonal storytelling |
| January Whole school Bird focus (Ice/Snow play PITM) Whole school birthday party! | Big Garden Bird Watch Make a bird wall hanging (Ice/Snow play PITM) | Understanding the environment and the world around them, identification of birds and listening for bird song, taking care of local wildlife. | Big Garden Bird Watch | The Big Book of Birds by Yuval Zommer Bird House by Clover Robin The perfect nest by Catherine Friend |










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| | | STEAM, construction, teamwork, art+ craft, DT, knot + lashing skills and literacy. | | |
| February Whole school storytelling focus (Ice/Snow play PITM) | Making scary puppets – making wild goblins and trolls (Ice/Snow play PITM) | Communication, listening + questioning. Writing, creativity, imagination, dexterity + writing skills. | National Story telling week | The natural storyteller – wildlife tales for telling by Georgina Keable Spark the goblin wizard – Dommy B |
| March Whole school STEM focus | STEM – Folklore and mystical tales Den building, making a dragon’s lair -A tale of 2 dragons – Merlin and the dragons’ lair. Defending a dragon – making a sword (PITM Birch Tree sap tasting) | Enquiry, curiosity, questioning, maths, science, environmental understanding, heritage, folklore, history. | British Science Week | A tale of two dragons |
| April Whole school Easter/Spring focus Whole school gardening focus | Weather – Make kites Easter activities/hunt (PITM) | Enquiry, curiosity, questioning, engineering, maths, science, and teamwork. How to look after ourselves and each other in windy weather. | Seasons – Spring rain + wind Easter | Jeremy worried about the wind by Pamela Butchart |
| May Whole school outdoor classroom day focus | Planting seeds/gardening activities Making wildflower seed balls | Working together, learning about what seeds need to grow, science, maths and taking care of our environment. Art and craft and imaginative play. | Outdoor Classroom Day Culture & Heritage – Maypole Seasons – Spring flowers | From tiny seeds... by Emilie Vast (Flying section) A seed is sleepy by Diana Aston |



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| <p>June Whole school Worm Charming Championships Whole school GSSS focus and event – focus on STEM outdoors Whole school 30 days of wild Summer Solstice festival a possibility</p> | <p>Great Science Share for Schools (GSSS) Random acts of wildness activities linked to GSSS – possible pond dipping Make Elderflower fritters</p> | <p>Observation, making predictions, teamwork, enquiry skills and environmental skills. New tastes</p> | <p>International Mud Day 30 Days of Wild Seasons - Summer</p> | <p>Tadpoles Promise by Jeanne Willis Elderflower storytelling</p> |
| <p>July Whole school Biodiversity focus Whole school end of Summer celebration Whole School Moth Night event Whole School den building focus</p> | <p>Biodiversity – Butterfly spot/count Whole school Biodiversity project</p> | <p>Observation, making predictions, teamwork, enquiry skills and environmental skills. Art and craft skills, intro to symmetry, shape, and size. Pair/small group work. Tool use.</p> | <p>Biodiversity Week Butterfly spot Moth night</p> | <p>The Big Book of Bugs by Yuval Zommer A Butterfly is patient by Diana Hutts Aston</p> |



| Enjoyment  | Confidence and character  | Health and wellbeing  | Social and emotional awareness  | Activity skills  | Personal Qualities  | Skills for life  |
|---|---|---|---|---|---|---|
| <p>Enjoy being outdoors – smile often!</p> <p>Want to repeat the activity now</p> <p>Participate fully in activity</p> <p>Talk about their experience with enthusiasm</p> <p>Talk about wanting to do it again once back indoors</p> <p>Opt into all activities</p> <p>Encourage friends/peers to take part</p> <p>Voice having fun</p> | <p>Overcome apprehensions to take part</p> <p>Want a second go at activities</p> <p>Develop resilience through perseverance</p> <p>Want to move forward to the next challenge</p> <p>Feel positive about themselves – have a ‘can –do’ attitude</p> | <p>Young people have a positive self-image</p> <p>Talk about the benefits to their health through participation in outdoor activities</p> <p>Want to continue their interest in outdoor activities beyond school</p> <p>Understand how much exercise is required to remain healthy</p> <p>Are aware of the links between physical and emotional wellbeing</p> | <p>Are learning to recognise their own and others’ strengths and current limitations, valuing the contribution of others.</p> <p>Willingly trust others and accept their support, while also recognising when others need support and willingly offer theirs</p> <p>Treat others with tolerance and respect, challenging intolerance when necessary</p> <p>Understand how their own actions impact others</p> <p>Start to take responsibility for their</p> | <p>Develop physical skills that they adapt and apply effectively in outdoor activities</p> <p>Develop relevant mental skills (e.g. determination, co-operation, resilience)</p> <p>Know how to dress appropriately for outdoor activities</p> <p>Understand how to keep themselves comfortable when outdoors in a variety of environments</p> <p>Respond positively in challenging environments (e.g.</p> | <p>Are actively involved in the planning of their outdoor activities</p> <p>Undertake appropriate tasks with minimum levels of supervision and increasing independence</p> <p>Demonstrate initiative in overcoming obstacles to their progress</p> <p>Try hard to succeed at activities they find physically or emotionally challenging</p> <p>Persevere with good humour in the face of discomfort (e.g.</p> | <p>Listen to instructions and respond accordingly</p> <p>Come up with ideas and are able to express them</p> <p>Understand the importance of listening to the ideas and opinions of others</p> <p>Are able to describe their experiences orally or in writing or using video and IT skills</p> <p>Are able to step back and allow others to take a leadership role</p> <p>Understand how team members take on different roles to achieve success</p> <p>Are able to take on a position of responsibility and leadership roles where appropriate</p> |



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|--|--|--|--|-------------------------------------|--------------------------------------|--|
| | | | <p>own safety as well as that of others</p> <p>Recognise and applaud the achievements of others, regardless of how these compare with their own.</p> | <p>darkness, inclement weather)</p> | <p>fatigue or inclement weather)</p> | |
|--|--|--|--|-------------------------------------|--------------------------------------|--|

Year 6

Outdoor Learning Curriculum

All of the planning below is intentional planning taking into consideration celebrations, community, annual events along with maintenance jobs, routines and free play but it also leaves room for responsive/planning in the moment (PITM).

The Year 6 curriculum is underpinned by NOLA and the Tree Council's Young Tree Champion Project #forceofnature. This is based on 3 classes of 30 pupils having Outdoor Learning once a week on a rotation of 6-8 weeks per class.









| 6 week sessions | Skill | Activity | Project/Build | Learning Links |
|-----------------|---|--|--|--|
| Block 1 | <p>Knots – square, bowline, clove hitch, sheet bend, figure 8, timber hitch.</p> <p>Lashing – square, diagonal, round, shear and tripod</p> <p>Team Building</p> <p>Fire building, lighting and cooking</p> | <p>Escape room, den building with tarps and paracord, paracord buddy chain, make a catapult, rope ladder or swing.</p> | <p>Project/build – dishwashing/hand washing station</p> <p>Willow den building</p> | <p>Health and well-being</p> <p>Knowledge and skills</p> <p>Inclusion and equality</p> |



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| Block 2 | <p>Outdoor First Aid</p> <p>Map reading/using a compass and Orienteering</p> <p>Treasure hunts, trails and games</p> | | Create an Orienteering Course for KS1 with a literacy/phonics focus | <p>Health and well-being</p> <p>Knowledge and skills</p> <p>Inclusion and equality</p> |
| Block 3 | <p>Craftivism – art and climate</p> | <p>Craftivism project- to include natural dyes, making own pencils, making natural paints and inks.</p> <p>Nature journaling</p> <p>Woodwork crafting</p> | Building a pizza oven | <p>Health and well-being</p> <p>Knowledge and skills</p> <p>Inclusion and equality</p> <p>Changing climate and Biodiversity loss</p> |



Assessment for Learning

| Enjoyment  | Confidence and character  | Health and wellbeing  | Social and emotional awareness  | Activity skills  | Personal Qualities  | Skills for life  | Increased motivation and appetite for learning  |
|---|---|---|---|---|---|--|--|
| <p>Enjoy being outdoors – smile often!</p> <p>Want to repeat the activity now</p> <p>Participate fully in activity</p> <p>Talk about their experience with enthusiasm</p> <p>Talk about wanting to do it again once back indoors</p> <p>Opt into all activities</p> | <p>Overcome apprehensions to take part</p> <p>Want a second go at activities</p> <p>Develop resilience through perseverance</p> <p>Want to move forward to the next challenge</p> <p>Feel positive about themselves – have a ‘can –do’ attitude</p> | <p>Young people have a positive self-image</p> <p>Talk about the benefits to their health through participation in outdoor activities</p> <p>Want to continue their interest in outdoor activities beyond school</p> <p>Understand how much exercise is required to remain healthy</p> <p>Are aware of the links between physical and</p> | <p>Are learning to recognise their own and others’ strengths and current limitations, valuing the contribution of others.</p> <p>Willingly trust others and accept their support, while also recognising when others need support and willingly offer theirs</p> <p>Treat others with tolerance and respect, challenging intolerance when necessary</p> <p>Understand how their own actions impact others</p> | <p>Develop physical skills that they adapt and apply effectively in outdoor activities</p> <p>Develop relevant mental skills (e.g. determination, co-operation, resilience)</p> <p>Know how to dress appropriately for outdoor activities</p> <p>Understand how to keep themselves comfortable when outdoors in a variety of environments</p> | <p>Are actively involved in the planning of their outdoor activities</p> <p>Undertake appropriate tasks with minimum levels of supervision and increasing independence</p> <p>Demonstrate initiative in overcoming obstacles to their progress</p> <p>Try hard to succeed at activities they find physically or emotionally challenging</p> | <p>Listen to instructions and respond accordingly</p> <p>Come up with ideas and are able to express them</p> <p>Understand the importance of listening to the ideas and opinions of others</p> <p>Are able to describe their experiences orally or in writing or using video and IT skills</p> | <p>Always aim to achieve their best</p> <p>Are, or are becoming, self-motivated learners</p> <p>Show a desire for new challenges and learning experiences</p> <p>Have good or improving relationships with teachers/facilitators</p> |



| | | | | | | | |
|---|--|----------------------------|---|--|---|--|---|
| <p>Encourage friends/peers to take part</p> <p>Voice having fun</p> | | <p>emotional wellbeing</p> | <p>Start to take responsibility for their own safety as well as that of others</p> <p>Recognise and applaud the achievements of others, regardless of how these compare with their own.</p> | <p>Respond positively in challenging environments (e.g. darkness, inclement weather)</p> | <p>Persevere with good humour in the face of discomfort (e.g. fatigue or inclement weather)</p> | <p>Are able to step back and allow others to take a leadership role</p> <p>Understand how team members take on different roles to achieve success</p> <p>Are able to take on a position of responsibility and leadership roles where appropriate</p> | <p>Display improving behaviour</p> <p>Talk positively about learning and taking part in outdoor activities</p> <p>Draw inspiration from their outdoor activities in other subjects.</p> |
|---|--|----------------------------|---|--|---|--|---|

*Family event – Worm Charming Championships (Yr. 3 parents)

*Whole school Biodiversity project – GSSS date TBC (June)

*Family event whole school – Moth Night TBC (July)

All of the above is intentional planning taking into consideration celebrations, community, annual events along with maintenance jobs, routines and free play but it also leaves room for responsive/planning in the moment (PITM)



Camp Curiosity Site Risk Benefit Assessment

| | |
|----------------------------|-------------------|
| Venue: | Camp Curiosity |
| Assessment carried out by: | Mrs. G Hill-Davis |
| Signature: | |
| Date: | 14th June 2021 |



Description of site

The Outdoor learning area is within a large public woodland. There is fencing on all sides with a main gate leading from the car park which will be used as the drop off point. Vehicle access is not possible into the woodland other than the drop off area. The vast majority of the area is woodland, grassland, paths, shrubs, trees and open spaces of soil. There is not a permanent base camp nor any demarcated fire circle. The pond boundary is not secure, there are hedges and shrubs surrounding the pond. The site has a large amount of low-level flora and fauna and some low-level hanging branches.

Risks on site

| Hazard | Level of risk | Action taken | New level of risk | Benefit |
|---|---------------|--|-------------------|--|
| Branches at eye level – poking in eye | Low | Children are warned of low-level hazards and OL Leader to trim back pathways during daily RA (as required and monitors by OL Leader). | Low | Diversity of Flora and Fauna for children to identify. |
| Nettles – stinging | Low | Children shall wear long trousers. Children are reminded of what a nettle looks like from the ID chart. | Low | Nettles are a superfood and in abundance so that the children can experiment cooking with them. Children will be able to recognize them and know the associated danger. |
| Stumps, branches on floor, log piles and other low-level slip/trip/fall | Low | Advise children to keep a look out for where they walk when in the woodland. | Low | Natural habitats for insects and mammals such as Hedgehogs. Children often use stumps/branches as part of their den building. |
| Splinters from wooden play equipment i.e. pallets that I may bring to site. | Low | Advise children not to rub hands along wooden surfaces and play items. Ideally all children are to wear gloves when in the woodland. | Low | Children are engaged in fun and creative activities using these items. They are able to role play and develop cooperation, teamwork, sharing, resilience, psychomotor skills. |
| Wildlife – bites, scratches, ticks | Low | There are currently no dedicated feeder areas for the birds, but I intend to put some up if possible and children are advised to keep away from Squirrels, appropriate kit available in the first aid kit. | Low | The children are introduced to different bird species and are able to identify them. Having such wildlife around them allows them to learn how to respect and appreciate wildlife. |



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| Sunburn/Heat Stroke/Dehydration – long term exposure to heat on very warm days | Medium | Children are supplied with a drink during sessions and they have access to their water bottles if required. There are shaded areas in the woodland and areas undercover will be provided via parachute tarp so OL Leader shall move children to these areas if concerned. If a specific event is taking place which requires children to be exposed to the sun/heat for a long period an email shall be sent out to parents to request sun cream applied before the session/event and a hat to be worn. | Low | Children will experience all weather whilst taking part in OL. The challenges of such help to build character and enable them to start to assess risk from an early age. |
| Lost children/Escapees – children leaving the OL area | Medium | Coloured ribbon will be tied to trees to highlight the boundaries. Head count conducted at the beginning of the session, snack time and the end of the session as well as when moving from one area to another. | Low | Children are given an element of freedom in the woodland that they thoroughly enjoy. This freedom helps to build character and growth. From a young age they are given boundaries they have to abide by and this allows them to get used to the space and develop spatial awareness. |
| Sharp edges on security fence | Medium | Warn children. Situate the main part of session/event away from fence. Have first aid kit. | Low | Protection of children within perimeter of event |
| Fall from height – using tyres, crates and trees | Medium | Children are requested to not build anything that is greater than their height without adult supervision. Children are made aware of the need to work together to lift heavy objects such as tyres or to roll them to where they need to be. | Low | Loose parts play encourages teamwork, cooperation, resilience, engineering skills and physical dexterity. |
| Fungi – poisoning | Medium | Inform children and adults of the fungi rules – no touching Once varieties are identified by the leader, educate the children about these types of mushroom. Children are reminded of the 'Don't know? Don't touch' rule and the 'Not sure? Leave it alone' rule. | Low | Children begin to understand, recognise and appreciate different types of Fungi. |



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| <p>Insects – stings, bites, phobia and/or allergies Inc. anaphylactic</p> | <p>Medium</p> | <p>Care giver to notify OL Leader of specific issues or allergies regarding insects. First Aid kit to contain non-alcohol sterile wipes. Tick guidance sent out to care givers/parents. Care givers to ensure that any child with an Epi Pen or similar has it with them for each session.</p> | <p>Low</p> | <p>Children are actively encouraged to plant seeds/flowers that will attract pollinators and with this they develop an appreciation for the integral part they play in our food production. Children are encouraged to pick up worms/ladybirds/spiders but they are taught that Bees/Wasps should just be observed. Insects provide such rich learning opportunities for children that they will always be encouraged to handle, investigate and observe them in OL.</p> |
| <p>Mud – slip, trips and falls</p> | <p>Medium</p> | <p>Warn children of the dangers of being in muddy areas and ensure that they only dig from designated areas and not from the path. Children should be wearing wellies and waterproofs. Children shall wash their hands afterwards.</p> | <p>Low</p> | <p>Mud is a fabulous sensory experience for children and poses minimal risk.</p> |
| <p>Allergies – Hay fever, Asthma, dairy, nuts</p> | <p>Medium</p> | <p>OL leader will be aware of allergies via caregiver booking form. OL leader to have list of allergies with them each session (adhering to GDPR). During spring/summer months email communication to parents to highlight probable hay fever/asthma flair ups.</p> | <p>Low</p> | <p>Despite allergies relating to the OL environment it is beneficial to allow all children access to the same experiences and all will be done to lessen the impact of the allergies.</p> |
| <p>Trapped fingers – playhouse and gates</p> | <p>Medium</p> | <p>Children are made aware of the risks of opening and closing the door of the playhouse and the fairy garden area gate. The playhouse is restricted to 4 children at any one time. This is a new piece of equipment and the level of incidents pertaining to it will be monitored over the course of the academic year. The playhouse is exclusively for Year 3 and below.</p> | <p>Low</p> | <p>The playhouse is proving popular and is a great piece of equipment to encourage role play. Having a door that opens and closes poses a risk, but the children can begin to understand how to handle that small risk from an early age.</p> |



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| Ingestion of harmful substance/choking – eating mud, bird poo, wood, plants and bulbs | High | Children are made aware of the dangers of eating mud and other substances within the woodland. If bulbs are planted within the woodland with the children and they are told that they are not safe to eat. Children are informed that they are only to eat plants etc. during a session when OL Leader indicates that it is safe to do so. Children are reminded of the 'Don't know? Don't touch' rule and the 'Not sure? Leave it alone' rule. | Low | Children begin to recognise the things in the natural world that are edible and those which are not. Observation skills improve. |
| Fall from height – Falling whilst tree climbing | High | Tree climbing is done as an activity and children are reminded of the rule of not climbing any more than their head height. Children will have been introduced to the tree climbing chalk mark technique and rule 'where's my head height?' 'Chalk it out'. | Medium | Tree climbing comes under the umbrella of 'Risky Play' which enables children challenge their own internal risk thermometer. Tree climbing is good for physical strength development along with problem solving. |
| Pond – Drowning, Death | High | The pond area can only be used with adult supervision. Base Camp is on the other side of the woods to the pond and the children will only access it with an adult. | Medium | The pond opens a whole new area of biodiversity to the children and a great opportunity to observe life cycles such as tadpoles into frogs in real time. |
| Trees – Branch falls, tree falls | High | OL Leader to monitor the trees on a regular basis and report any concerns or issues to SLT and site staff. Any area of concern shall be cordoned off and all staff and children to be made aware. OL Leader to use the Beaufort Scale to make a judgement as to when the woodland needs closing, generally this will be at scale 6 but some areas of woodland may need closing when at scale 5. | Medium | Children begin to identify different species of tree and appreciate the importance of them within the planet. Older children begin to observe trees and assess the risk of them. |
| Large puddles – drowning, slip/trip, getting very wet, cold/hyperthermia | High | Assess puddles at start of each session. Teach the use of a stick to see if the water level is safe to enter without splashing over the top of wellies. Children must have a change of clothes and suitable waterproof clothes including a pair of wellies. A warm refreshment will be provided on particularly cold days. | Low | Simple joys of life! Children are actively encouraged to jump, splash and sit in the puddles if they so wish & in doing so it normally produces instant smiles and giggles. |

Any area of site that is classed as a 'HIGH' new level of risk after actions have been taken, shall be reassessed and further actions shall be put in place to reduce the new level of risk to MEDIUM or LOW.



Camp Curiosity Activity Risk Assessment

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|----------------------------|--|
| Activity: | Outdoor Learning activities taking place within OL provision |
| Assessment carried out by: | Mrs. Gemma Hill-Davis |
| Signature: | |
| Date: | 14th June 2021 |



Activity: Rope use

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|---|---------------|--|-------------------|--|
| Injury from use – rope burn | Medium | Explain the rules of safe rope use. Don't wrap rope around hands or the body. OL leader must check knots before weight is put on them. | Low | Knot knowledge, teamwork, and engineering. |
| Serious Injury/strangulation from rope snapping – falls and trips | High | OL leader to ensure rope is well-maintained. | Low | Knot knowledge, Survival skills and dexterity. |

Activity: Playing games

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|--|---------------|---|-------------------|-------------------------------|
| Running and tripping e.g. over fallen branches, tree stumps – grazes, falls, twisted ankle, etc. | Medium | Restrict game area to zone with no trip hazard. Children to wear well-fitting and sturdy shoes for the session. | Low | Teamwork, communication, fun. |
| Tripping if blindfolded – grazes, falls, twisted ankle etc. | Medium | Game rules to be explained. Use a safe zone with no trip hazards for the game. Make sure children are guided correctly and children who have a fear of using a blindfold or have sensory impairment be offered the choice to use/not use. | Low | Teamwork, communication, fun. |



Activity: Mud Kitchen and muddy play

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|---|---------------|---|-------------------|---|
| Ingestion of harmful material – choking, vomiting, stomach complaints | High | OL leader to reiterate each session that the mud is not to be eaten and hands should be washed following muddy play activities. | Low | Role play, communication, creative play, imagination, cooking skills. |
| Infection -Mud infecting pre-existing open wounds | Medium | OL leader to provide a plaster to cover any open cuts/grazes during the session and hands shall be washed afterwards. | Low | Role play, communication, creative play, imagination, cooking skills. |

Activity: Tree Swing

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|--|---------------|---|-------------------|--|
| Falling from height – falling off the swing | Medium | OL Leader to remind children of the safe use of the swing. Adult supervision at all times when the swing is being used by Yr2 and below. The swing shall be installed using the manufacturer's guidance and the OL Leader shall safety check it at the beginning of each session. | Low | Sharing, awareness of self, testing internal risk thermometer, risky play, grip and dexterity. |
| Collision with the swing and another person – impact injury/serious injury | Medium | A 'waiting area' is set out (bench or log) and children are to wait at this designated area to use the swing. OL Leader to remind children of this each session that the swing is in use. Children are allowed to be pushed on the swing by 1 other person. | Low | Sharing, awareness of self, testing internal risk thermometer, risky play, grip and dexterity. |



Activity: Slackline

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|--|---------------|--|-------------------|---|
| Falling from height – falling off the Slackline | Medium | OL Leader to remind children of the safe use of the slackline. Adult supervision at all times when the slackline is being used. The slackline shall be installed using the manufacturer’s guidance and the OL Leader shall safety check it at the beginning of each session. The slackline shall be no higher than 0.5 metres from the ground as per manufacturer’s safety guidelines. The slackline shall not be installed over hard ground such as concrete. | Low | Balance, sharing, cooperation, grip, risky play, internal risk thermometer, confidence, resilience and problem solving. |
| Collision with another person – impact injury/serious injury | Medium | A ‘waiting area’ is set out and children are to wait at this designated area to use the slackline. OL Leader to remind children of this each session that the slackline is in use. The slackline is a new addition to the OL provision and is currently being monitored for accidents and this will be reassessed Sept 2021 by GD. It shall be dismantled after each session and shall not be left installed. | Low | Balance, sharing, cooperation, grip, risky play, internal risk thermometer, confidence, resilience and problem solving. |

Activity: Arts and Craft activities

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|--|---------------|---|-------------------|-------------------------------|
| Cuts/Grazes from materials and tools such as scissors, paper, wire and cardboard. | Low | OL Leader to remind children of the safe use of the swing. Adult supervision at all times when the swing is being used by age 7 and below. The swing shall be installed using the manufacturer’s guidance and the OL Leader shall safety check it at the beginning of each session. | Low | Creativity, imaginative play. |
| Ingestion of harmful substance/small objects such as beads/sequins/acorns/hazelnuts – choking and/or allergic reaction | High | Children shall use age appropriate equipment and all equipment used in accordance with manufacturers safety guidelines. OL Leader to remind children not to put any materials in their mouth and adult supervision shall be required. | Low | Creativity, imaginative play. |



Activity: Feeding the birds/Making bird cakes and feeders

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|--|---------------|---|-------------------|--|
| Ingestion of harmful substance i.e. bird seed and/or nuts. – allergic reaction, anaphylactic shock | High | OL Leader to remind children not to put any materials in their mouth and adult supervision shall be required. Letter to go out to parents for this particular activity due to probable contact with nuts. | Low | Awareness of nature, sensory development, environmental awareness. |

Activity: Bug Hunts, Worm Charming, Bird Watching and other observational activities such as Scavenger Hunts.

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|---|---------------|---|-------------------|--|
| Slip, Trips and Falls – walking through woodland | Low | Children are to wear sturdy stout shoes. OL Leader to remind children that observation skills need also be about their own walking route. | Low | Self-awareness, observation skills, identification, team building and communication. |
| Ingestion of harmful substance – eating the insects | Medium | OL Leader to remind children not to put any materials in their mouth and adult supervision shall be required. | Low | Self-awareness, observation skills, identification, team building and communication. |

Activity: Den/Shelter Building and Loose Parts/Construction Zone play

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|--------|---------------|-----------------|-------------------|---------------|
|--------|---------------|-----------------|-------------------|---------------|



| | | | | |
|--|--------|---|--------|--|
| Struck by fallen object – branch/log fall on head/body | High | Children are reminded that branches/logs must be supported by a tree, ideally using a Y shaped tree as support. Children are reminded that all branches need to be as secure as possible. OL Leader to remind all children about the need to be mindful of where they stand in relation to the branches/logs. | Medium | Team building, communication, manual handling, dexterity, construction, engineering, STEM and problem solving. |
| Injury from use – rope and/or paracord burn, strangulation or serious injury from rope line. | High | Explain the rules of safe rope use. Don't wrap rope around hands or the body. OL leader must check knots before weight is put on them. OL Leader to remind children that rope should not be at neck height. | Low | Team building, communication, manual handling, dexterity, construction, engineering, STEM and problem solving. |
| Slip, Trips and Falls – falling over tent pegs, tarps and/or logs/stumps | Low | Children are to wear sturdy stout shoes. OL Leader to remind children that observation skills need also be about their own walking route around their Den. | Low | Team building, communication, manual handling, dexterity, construction, engineering, STEM and problem solving. |
| Injury, sprain/strain lifting heavy object | Low | OL Lead to remind (and model as necessary) children how to lift heavy objects and follow the 'Branch too heavy? Two people carry' rule. | Low | Team building, communication, manual handling, dexterity, construction, engineering, STEM and problem solving. |
| Impact injury/serious injury – carrying and moving large branches and logs | Medium | OL Lead to remind and model where necessary the safe way to carry and manoeuvre logs from one place to another. Children to follow the 'Branch too heavy? Two people carry' rule. | Low | Team building, communication, manual handling, dexterity, construction, engineering, STEM and problem solving. |

Activity: Tree Climbing

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|------------------------------------|---------------|---|-------------------|---|
| Fall from height – climbing a tree | High | Children are reminded of the rule of not climbing any more than twice their height. Children have been introduced to the tree climbing chalk mark technique and rule 'Double my height? Chalk it out'. Children are reminded of the climbing technique of always keeping 3 points of contact on the tree. | Medium | Risky play, self-awareness, internal risk thermometer, physical strength. |



Activity: Fire Lighting and Fire Circle

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|---|---------------|---|-------------------|--|
| Burns/Scalds – getting burned by the fire when taking part in activities/songs or stories by the campfire | High | Children shall enter the fire circle area by approaching the area from the edges. Children are not allowed to leave the demarcated fire circle safe zone or come into the fire circle area unless cooking something on the fire or requested/given permission to do so by OL Leader. Running or walking across the fire circle area is strictly forbidden. A fire blanket and bottle of water is always within easy reach. | Low | Community, sharing of stories, social skills, internal risk thermometer. |
| Burns/Scalds – getting burned by the fire when taking part in setting/lighting fire activity | High | Children use age and activity appropriate fire steels to light their fire. Children are first taught about fire safety before being able to light their own. Hair shall be up away from face, toggles from hoodies inside the top, jewellery off or tucked under tops and sleeves rolled up. Children are encouraged to blow on the fire to provide oxygen to keep the fire alight but this is modelled by OL Lead first as to the safe practice. A fire blanket and bottle of water is always within easy reach. | Medium | Community, sharing of stories, social skills, internal risk thermometer. |

Activity: Fire Lighting and Fire Circle – cooking marshmallows

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|--------|---------------|-----------------|-------------------|---------------|
| | | | | |



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|---|------|---|--------|--|
| Burns/Scalds – getting burned by the fire when cooking marshmallows | High | Children shall enter the fire circle area by approaching the area from the back of the benches. Children come into the fire pit area in groups of 3 or 4 and shall get into the safe fire position of one knee down on the ground in order to hold a skewer over the fire. OL Lead shall remind all children to walk with the skewer held upwards and away from their body. The 20 second rule is used in order to make sure children do not burn their mouths when eating their marshmallow. Running or walking across the fire circle area is strictly forbidden. A fire blanket and bottle of water is always within easy reach, fire gloves are used by OL Lead and fire is safely put out at the end of each session and 'leave no trace' is adhered to. | Medium | Survival skills, teamwork, resilience, determination and organisation. |
|---|------|---|--------|--|

Activity: Water Play

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|---|---------------|--|-------------------|---|
| Hypothermia – getting soaked and getting cold | Medium | Children should wear adequate waterproof clothing and wellies. Really young children must wear layers and have a change of clothes including socks to get into after the session. A warm drink is provided on cold days. OL Lead to monitor and if it is particularly cold and children are not dressed appropriately the children may return to basecamp to warm up before the expected end of the session, this is at the OL Leaders discretion. | Low | Role play, social skills, measurement, STEM skills. |

Activity: Gardening

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|---|---------------|---|-------------------|---|
| Puncture wound, cut/graze from gardening tools. | Medium | OL Leader to remind children (and model where necessary) of the proper use of gardening tools and how to remain safe when using them. Adult supervision will be required for age 7 and below. | Low | Role play, social skills, measurement, environmental awareness, sustainability, tool use, manual handling, dexterity and STEM skills. |



| | | | | |
|---|--------|---|-----|---|
| Ingestion of harmful substance – eating the seeds/bulbs/compost | Medium | OL Leader to remind children not to put any materials in their mouth and adult supervision shall be required for age 7 and below. | Low | Role play, social skills, measurement, environmental awareness, sustainability, tool use, manual handling, dexterity and STEM skills. |
| Muscle strain from using gardening spade/fork incorrectly | Low | Large gardening tools shall only be used by children aged 8+ under supervision. | Low | Role play, social skills, measurement, environmental awareness, sustainability, tool use, manual handling, dexterity and STEM skills. |

Activity: Pond Dipping - tbc

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|--|---------------|--|-------------------|---|
| Drowning – falling into the pond | Medium | | Low | Identification of species, STEM links, spatial awareness, teamwork and dexterity. |
| Bite/sting – from water boatman or similar | Low | Children are encouraged to collect their specimens in jars but not to pick up with their hands, small nets and specimen jars are provided. | Low | Identification of species, STEM links, spatial awareness, teamwork and dexterity. |

Activity: Tool Use

| Hazard | Level of risk | Action proposed | New level of risk | Skill/Benefit |
|---|---------------|--|-------------------|---|
| Puncture wound, cut/graze from tools such as palm drill | Medium | OL Leader to remind children (and model where necessary) of the proper use of tools and how to remain safe when using them. Adult supervision will be required, and manufacturer's safety guidance adhered to. | Low | Dexterity, ability to follow instructions, spatial awareness, STEM, resilience and pair work. |



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|---|--------|--|-----|---|
| Blunt force injury i.e. from using a hammer for 'Hapa Zome' | Medium | OL Leader to remind children (and model where necessary) of the proper use of tools and how to remain safe when using them. Adult supervision will be required, and manufacturer's safety guidance adhered to. | Low | Dexterity, ability to follow instructions, spatial awareness, STEM, resilience and pair work. |
|---|--------|--|-----|---|



Outdoor Learning Daily Risk Assessment Checklist

| | |
|----------------------------|-------------------|
| Venue: | Haddocks Wood |
| Assessment carried out by: | Mrs. G Hill-Davis |
| Signature: | |
| Date of session: | |



| Task | Yes/No |
|---|--------|
| Read site risk assessment | |
| Amend risk assessment for today's activities if not covered | |
| Identify hazards today and carry out risk mitigation activities | |
| Check First Aid box | |
| Conduct walking tour of site assessing for tree issues | |
| Tell helpers about site boundaries | |
| Give tool talk to the group if appropriate including use of PPE | |
| Distribute PPE as required | |
| Ensure all children have adequate outdoor clothing | |
| Check safety of equipment | |
| Check paths for low level shrubs/branches and trip hazards | |
| Check gate closed | |
| Check parachute tarp is secure | |



| | |
|--|--|
| Monitor weather i.e. for heavy rain and wind speed | |
| Check compliance with up to date covid regs | |