Kingsland Primary School

Outdoor Learning and Forest Schools: Progression Map

Subject–specific curriculum

NB. Whilst the coverage of knowledge & skills is the same between the SLD and subject-specific SCERTS curriculum pathways, SCERTS Outdoor Learning & Forest Schools provision will often be within a functional context in line with the overall aims and approaches of subject-specific SCERTS-based teaching.

Outdoor Learning :– Subject-Specific curriculum **Active Lifestyle and Healthy Body / Active Learning**

Early Outdoor Experience & Outdoor Exploration (Experience & Explore)	Outdoor Investigation & Forest Schools (Embed & Recall)	Advanced Skills & Wider Learning (Awareness & Application in real life contexts)
♦ Have the opportunity and experience of supported purposeful physical activity, e.g. following a trail in the woods or being active to go on a nature hunt. ♦ Experience learning outside the classroom that promotes physical activity (directly linked to Physical Education) e.g. learning to climb the steps to a slide with support. ♦ Experience being active throughout the year in a range of weather conditions & respond to stimuli associated with weather conditions e.g. turn face towards or away from wind, explore feel of rain on hands etc. ♦ Experience a multisensory approach to learning that enables active opportunities for example feeling and smelling feathers of birds, hearing tweeting, seeing birds in flight enabling the learner to make sense of the whole experience.	♦ Develop confidence in 'hands on' discovery activities connected to the natural world. ♦ Take part in physical activity through a wide range of outdoor opportunities provided mainly onsite, e.g. woodlands, play equipment and beginning to go offsite to different woods or playgrounds. ♦ Develop skills whilst being active such walking avoiding obstacles and surfaces, riding a bike or running up a hill. (Directly linked to Physical Education) ♦ Keep active throughout the year and in a variety of weather conditions. E.g. Play out in the rain with umbrellas or go sledging in the snow.	♦ Be independently 'hands on' and discover activities connected to the natural world. ♦ Be inspired to continue enjoy outdoor activities such as walking, running and cycling as they get older in order to maintain a healthy lifestyle. ♦ Know the importance of and reason we should be active to maintain a healthy lifestyle. (directly linked to Physical education) ♦ Be motivated to keep active throughout the year and in a variety of weather conditions and dress appropriately with support.

Outdoor Learning :– Subject-Specific curriculum

Awe and Wonder of the Natural World & Purpose for Learning

Early Outdoor Experience & Outdoor Exploration (Experience & Explore)	**Outdoor Investigation & Forest Schools (Embed & Recall)**	**Advanced Skills & Wider Learning (Awareness & Application in real life contexts)**
♦ Be supported to Interact with the elements around them (directly linked to Natural Sciences), e.g. feel the rain, sun or wind on their face. ♦ Experience a range of natural materials using all the senses, e.g. be supported to feel, touch, smell and hear nature and where possible link experience of taste. ♦ Be supported and experience active learning involving real life experiences, e.g. making journey sticks or stomping in muddy puddles.	♦ Gain an understanding of the world they live in through purposeful exploration, noticing change over time (directly linked to Natural Sciences), e.g. explore the same area of school in different seasons/ ♦ Explore a range of natural materials using all the senses, e.g. complete a senses scavenger hunt. ♦ Begin to be independent in learning and exploring with some encouragement whilst outside, e.g. wander freely in the woodland area with gates closed.	♦ Experience nature and animals in real life and learn about habitats and lifestyles (directly linked to Natural Sciences) ♦ Be in charge of and responsible for own active learning in a range of environments, both in the school environment and beyond. ♦ Investigate a range of natural materials using all the senses and make some comparisons. ♦ Apply skills learnt in other everyday situations to outdoor experiences.

Outdoor Learning :– Subject-Specific curriculum **Develop Social and Communication Skills**

Early Outdoor Experience & Outdoor Exploration (Experience & Explore)	**Outdoor Investigation & Forest Schools (Embed & Recall)**	**Advanced Skills & Wider Learning (Awareness & Application in real life contexts)**
♦ Have the opportunity for a range of outdoor experiences alongside familiar pees, e.g. experience in a forest adventure with alongside class mates ♦ Begin to use communication strategies in a different environment to the classroom or home, e.g. use a switch to greet others whilst in the woodlands. ♦ Have opportunities to communicate that they like or dislike an experience, e.g. show preference for inside or outside or different weathers through emotions.	♦ Begin to communicate preferences for places and outdoor experiences, e.g. becoming excited when its time to go to the woodlands. ♦ Notice peers and begin to respond and communicate with them outside. ♦ Have the opportunity to explore with familiar peers, building relationships. ♦ Begin to work together towards a final goal, e.g. den building. ♦ Begin to include others in their ideas.	♦ Apply social skills with a range of peers and adults and build on that confidence skills outside of the school environment. ♦ Communicate in a range of situations, environments, with different people and for a specific purpose. ♦ Communicate environmental preferences and explain why ♦ Work as a team to achieve an end goal. ♦ Use volume of voice according to environment, e.g. shout to gain attention of someone further away. ♦ Learn to follow and lead. ♦ Share ideas and listen to the ideas of others.

Outdoor Learning :– Subject-Specific curriculum

Keeping safe, Rules and Boundaries / Taking and Understanding Risk

Early Outdoor Experience & Outdoor Exploration (Experience & Explore)	Outdoor Investigation & Forest Schools (Embed & Recall)	Advanced Skills & Wider Learning (Awareness & Application in real life contexts)
♦ Be supported to dress appropriately for the weather conditions, e.g. allow adult to put coat on or apply sun cream. ♦ Be supported in following instructions, e.g. take part in a woodland adventure or lesson outside. ♦ Use an adult as a secure base to experience and begin to explore when outside. ♦ Experience age appropriate climbing and play equipment with support. ♦ Have opportunities to experience risk-taking under close supervision, e.g. begin to explore a familiar space such as playground or woodland whilst the adult watches to keep safe. ♦ Experience fire and keep safe with the support of an adult.	♦ Dress appropriately for the current weather with some support from an adult. ♦ Learn to follow instructions with support. ♦ Begin to venture and have some understanding of own safety, but still check in with an adult. ♦ Begin to negotiate climbing and play equipment with less support. ♦ Be supported in following appropriate rules and boundaries to stay safe. ♦ Take some risks and succeed or fail as part of a learning process. ♦ Begin to show some responsibility for own safety around fire with the support of an adult. ♦ Have the opportunity to independently explore and learn from taking risks, in a secure environment.	♦ Be prepared for the current weather and begin to understand why. ♦ Learn to follow instructions independently. ♦ Complete activities outside independently with less supervision. ♦ Safely negotiate climbing equipment, assessing own risk and adjusting accordingly. ♦ Be responsible for following appropriate rules and boundaries to stay safe and apply these in real life contexts. ♦ Learn to make calculated decisions about their own risks and safety, that they can apply to everyday situations. ♦ Be aware of those around them to ensure everyone remains safe. ♦ Know and understand the need for and risks associated with safety around fire and apply this to wider context. ♦ Independently explore and learn from taking risks, in a secure environment.

Outdoor Learning :– Subject-Specific curriculum **Developing Confidence, Resilience and Independence**

Early Outdoor Experience & Outdoor Exploration (Experience & Explore)	**Outdoor Investigation & Forest Schools (Embed & Recall)**	**Advanced Skills & Wider Learning (Awareness & Application in real life contexts)**
♦ Be confident to experience opportunities outside with the support of an adult, e.g. show the adult they are happy and begin to attend to what is happening. ♦ Have opportunities for new experiences to develop self awareness, e.g. the opportunity for forest schools adventures. ♦ Experience a range activities outdoors not always available outside of the school context, e.g. sledging at Snow Zone. ♦ Be content in experiencing an activity away from the school environment.	♦ Experience self awareness and challenge outside the school environment. ♦ Be encouraged and supported to bounce back when challenged. ♦ Experience a sense of freedom to and begin to make discoveries by themselves. ♦ Be confident to engage in an offsite outdoor learning opportunity with the support of an adult. ♦ Learn to have fun whilst exploring.	♦ Be confident to explore and investigate without the support of an adult. ♦ Be aware of and know and understand when and how to try again after failure or when unsure, in a context away from the school environment . ♦ Begin to understand what they can do by themselves and develop a 'can do' attitude, which will act as a solid foundation for future learning. ♦ Develop own ideas or create games and activities to take part in with their friends without feeling like they're being directly supervised, in a wider environment. ♦ Learn to have fun whilst exploring and include others.

Outdoor Learning :– Subject-Specific curriculum **Creative Thinking and Problem Solving**

Early Outdoor Experience & Outdoor Exploration (Experience & Explore)	**Outdoor Investigation & Forest Schools (Embed & Recall)**	**Advanced Skills & Wider Learning (Awareness & Application in real life contexts)**
♦ Experience opportunities outside that promote awe and wonder and therefore develop thinking skills, e.g. playing with dried crunchy leaves and sticks. ♦ Experience planned opportunities outside that develop curiosity about the world around them, e.g. teddy bears picnic in the woods. ♦ Be supported to experience and begin to explore and a range of outdoor learning opportunities, e.g. experience a range of places around school, sensory garden, woodland, playgrounds.	♦ Explore and examine activities to attempt to find a solution or end point. ♦ Be supported to investigate a range of outdoor learning opportunities, e.g. how can you make an apple boat float? ♦ Begin to understand who or what they might need to solve simple problems.	♦ Be given the responsibility to solve problems in real life contexts in a safe environment. ♦ Know how to work together with others to create an end result for a purpose. ♦ Be actively involved in thinking about their learning and challenged to solve problems creatively. ♦ Seek out who or what is needed to solve simple problems.

Outdoor Learning :– Subject-Specific curriculum **Taking Pride and Being Responsible**

Early Outdoor Experience & Outdoor Exploration (Experience & Explore)	**Outdoor Investigation & Forest Schools (Embed & Recall)**	**Advanced Skills & Wider Learning (Awareness & Application in real life contexts)**
♦ **E**xperience ways in which an environment can be improved, e.g. gardening / litter picking. ♦ Experience a wide range of opportunities outside with increasing confidence. ♦ Experience whole school initiative of 'the big spring clean' .	♦ Be supported in thinking about how they can to improve their own environment. ♦ To experience a wide range of opportunities which promote decision making, problem solving, risk assessing and personal safety. ♦ To notice change in the world around them and begin to communicate them, e.g. notice change during whole school initiative of 'the big spring clean' .	♦ Manage self in a wide range of opportunities and keep others safe. ♦ Notice change and comment on what has happened and if they like it, e.g. rubbish dumped or new path. ♦ Suggest, plan and implement a way in which an environment can be improved, e.g. take part in whole school 'the big spring clean' ♦ Participate in a wide range of opportunities which promote decision making, problem solving, risk assessing and personal safety.

Outdoor Learning :– Subject-Specific curriculum **Equipment, Environment and the Wider World**

Early Outdoor Experience & Outdoor Exploration (Experience & Explore)	**Outdoor Investigation & Forest Schools (Embed & Recall)**	**Advanced Skills & Wider Learning (Awareness & Application in real life contexts)**
♦ Experience their immediate environment and outdoor play equipment with support, e.g. areas new to them as they begin their school journey or move through it. ♦ Experience the wider school environment with support, e.g. woodland area or different playground. ♦ Experience a range of opportunities in the wider world with support, e.g. sledging or forest schools. ♦ Experience using tools with support associated with being outside, e.g. umbrella, spade, wheelbarrow.	♦ Explore their immediate environment and outdoor play equipment with less support. ♦ Explore a range of outdoor opportunities and begin to develop preferences. ♦ Explore outdoor learning experiences beyond the school environment. ♦ Explore a range of opportunities in the wider world with support. ♦ Successfully use tools associated with being outside with the support of an adult.	♦ Apply skills learnt to a variety of contexts to develop the ability to stay safe in the wider world. ♦ Be enthusiastic about exploration and adventure of the wider world being confident in new challenges. ♦ Independently use a range of tools and equipment and know how to use them safely. ♦ Independently explore and investigate a range of activities and opportunities in the wider world.