



Clayton-le-Woods Church of England Primary School

Outdoor Learning

Long term overview and statement of intent



Together we inspire one another to live life to its fullness, rooted and built up in Christ, so that every member of our school community can learn, develop and flourish, to live in the world as



the unique individuals God created us to be.



Intent of the teaching and learning of Outdoor Learning

Our idyllic setting allows us to create a wealth of opportunities to seek renewal in the outdoor world. From an early age the children begin to explore our expansive world and start to understand the world around them. Outdoor Learning sessions, which are set out in the long-term overview, allow the children to question, explore and experiment within the world through a hands-on approach in a safe and stimulating environment. The children participate in a breath of activities to develop substantive and disciplinary concepts enabling them to flourish as a unique individual throughout their time at Clayton-le-Woods.

Implementation of the teaching and learning of Outdoor Learning

From our youngest children in pre-school to our eldest in Year 6, the children are encouraged to have a hands-on explorative approach to Outdoor Learning. Our sessions are shaped by our school vision, which enable all children, regardless of background, ability and or additional needs, to flourish to become unique individuals.

Our disciplinary and substantive concepts are revisited each year, allowing the children to build on their prior knowledge and skills whilst challenging themselves within a safe environment. The child-led nature of outdoor learning, and the focus on social development, allows outdoor learning to be a subject that engages children in a manner that is hard to imitate in the classroom, creating new opportunities for learning and development.

We use adaptive teaching approaches, taking into account recommendations from external agencies, across the curriculum. Approaches such as chunking learning into smaller steps, frequent repetition of learning ensures all pupils, including those with SEND, are able to access the learning and gain granular knowledge within the subject to the same high-standard as their peers, providing a flexible, ambitious and robust curriculum for all. In addition, our Outdoor Learning sessions have also been linked to our wider curriculum where we feel the learning can be enhanced through our outdoor areas, either in our own expansive grounds of woodlands and gardens or in Cuerden Valley Park.

Impact of the teaching and learning of Outdoor Learning

After the implementation of this robust outdoor learning curriculum, children at Clayton-le-Woods will become more well-rounded and prepared learners and individuals. They will not only be more confident and resilient learners, but they will also become more caring and supportive peers due to the heavy focus the curriculum places on understanding and generating empathy. This will allow children will become more able to regulate their social, mental, emotional, and spiritual health meaning the children to perform better in collaborative learning and tasks, arming them with the skills necessary to improve themselves in their schooling career and life in the wider world.

As children grow in confidence in their abilities in the outdoor environment, they will begin to understand, assess and manage their own risk and safety. This will allow the children to become more independent and show them that life comes with not only risk but also rewards. It also teaches them what their own limits are and that they can push through them. They will see that sometimes we don't always get the desired result the first time but that doesn't make us a failure, it helps us to grow, forcing us to try again in a different way. It encourages problem solving logical thinking and self-reflection and evaluation but most of all the pupils will see that mistakes aren't failures; they are a part of learning, that they are, ultimately, human.

Mrs Z Burtt

September 2023



How we live out our British and Christian Values in Outdoor Learning				
Democracy	The Rule of Law and Forgiveness	Individual Liberty and Courage	Mutual Respect, Respect and Friendship	Tolerance of those of different faiths and Beliefs, Thankfulness and Truthfulness
In Outdoor Learning, we have respect for our fellow pupils and encourage everyone to have the confidence to express their ideas and opinions regarding environmental issues such as pollution, environmental issues and conservation of water.	In Outdoor Learning pupils examine different codes for protecting the environment and the world in which we live and consider the value of the rule of law where all people are equal before the law. Children are given the opportunities to explore and evaluate the outcomes of issues such as that surrounding climate change and how we can make a difference to this at a local and global level. Outdoor learning can have a positive impact upon children's behaviour when following the code for learning in the environment and understand the value and need for this code. Children recognise right and wrong; understand consequences; investigate moral and ethical issues and offer reasoned views. They demonstrate forgiveness when working as a team, understanding where mistakes have been made and how we can learn from them.	Children will explore their own individual liberty in terms of exploring their own environment and surrounding areas having the freedom to pursue any further interests they may have at a more informal level. At Clayton-le-Woods CEP, we believe that all children have the right to experience the unique and special nature of being outdoors and experience the freedom of being surrounded by the natural environment and experience the good quality, active learning that being in the environment brings. Outdoor learning contributes towards creating independent learners with high self-esteem and self-sufficiency where they have the courage to take on new challenges.	Mutual respect is taught and given when children are expressing their opinions and beliefs about different localities of the environment. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these on with the expectation that these must be listened to encouraging friendship amongst all children. Children will discuss what it means to be British and learn how to question and challenge stereotypes respecting other opinions. Outdoor Learning can create a sense of belonging in the school and wider community and promote community involvement, renewing children's ownership and responsibility. When children are closely involved in developing and managing their outdoor environment, it helps foster attitudes of stewardship, responsibility and a sense of cohesion.	Children consider questions regarding environmental issues such as pollution and the human impact upon the world and understand that different people have different opinions and beliefs regarding this. Children have the opportunity to explore how areas have changed and how the diverse needs in society has changed with them. Children learn to be thankful for cultural influences in their environment and participate in cultural opportunities. They are taught to understand, accept, respect and celebrate diversity and be truthful with their own understanding and experiences.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow Class (Pre-School)			What can we experience outside? <u>building, problem solving and teamwork, tool work, science, nature and environment, art, cooking, physical development and healthy lifestyles, global citizenship/understanding the world.</u> working as a team, communication of ideas, seeking advice, listening, use and select age appropriate tools, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), use natural materials, fire safety, experimenting and tasting, travelling safely, wellbeing outside, looking after the environment, being responsible, playing active part in local community, survival Development Matters - Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Welly Wednesday –wide and varied experiences outdoors that take place throughout the year – see PD themes for EYFs for further detail			
Ash Class (Reception)			What can we experience outside? <u>building, problem solving and teamwork, tool work, science, nature and environment, art, cooking, physical development and healthy lifestyles, global citizenship/understanding the world.</u> working as a team, communication of ideas, seeking advice, listening, use and select age appropriate tools, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), use natural materials, fire safety, experimenting and tasting, travelling safely, wellbeing outside, looking after the environment, being responsible, playing active part in local community, survival Development Matters - Explore the natural world around them Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Welly Wednesday –wide and varied experiences outdoors that take place throughout the year – see PD themes for EYFs for further detail			
Y1	What wonders are in our world?	Nature journals	What plants are in our garden?	Nature journals	Can I choose suitable materials?	



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<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>building, problem solving and teamwork, science, nature and environment, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p> <p>working as a team, communication of ideas, seeking advice, listening, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), use natural materials, fire safety, travelling safely, wellbeing outside, looking after the environment, being responsible</p> <p>Sir David Attenborough, Bear Grylls</p> <p>Shelters – Mini animal/fairy dens</p> <p>Fauna/animals – caring for + NC links</p>	<p>Science - observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p><u>tool work, science, nature and environment, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p> <p>seeking advice, listening, use and select age-appropriate tools, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), travelling safely, wellbeing outside, looking after the environment, survival</p> <p>Plants- See NC links</p> <p>Tools – trowels, small forks (supervised only)</p> <p>Flora - NC links</p> <p>Danny Clarke, Tom Massey</p> <p>Science - Identify and name a variety of common wild and garden plants.</p>	<p>Science - observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p><u>building, problem solving and teamwork, tool work, science, nature and environment, art, cooking, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p> <p>working as a team, communication of ideas, seeking advice, listening, use and select age appropriate tools, identify and name observe and describe the environment around us (including ecosystems), use natural materials, fire safety, experimenting and tasting, travelling safely, wellbeing outside, looking after the environment, being responsible</p> <p>Shelters – Tarps and pegs - waterproof materials</p> <p>Tools – carrot peeling</p>
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<p>Knots – independent exploration Tools- none Fire – Safety (+ hot choc) Flora/ Fauna – staying safe</p> <p>Science - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals</p>		<p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Fire – popcorn observation + fully supported marshmallows</p> <p>Art – exploring natural resources -</p> <p>Geography - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Geography - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Art and Design - to use a range of materials creatively to design and make products</p>	
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					<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	
Y2	<p>Where do local animals live?</p> <p><u>tool work, science, nature and environment, cooking, physical development and healthy lifestyles, global</u></p>	Planting of bulbs ready for observations		<p>How do our seeds mature into plants?</p> <p><u>building, problem solving and teamwork, tool work, science, nature and environment, physical development and</u></p>	<p>How does our garden grow?</p> <p><u>problem solving and teamwork, science, nature and environment, art, physical development and healthy lifestyles,</u></p>	



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<p><u>citizenship/understanding the world.</u></p> <p>seeking advice, listening, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), use natural materials, fire safety, experimenting and tasting, travelling safely, wellbeing outside, looking after the environment, being responsible,</p> <p>Ray Mears</p> <p>Shelters – Tripod / bug hotel</p> <p>Knots – lashing and frapping</p> <p>Tools- Bow saw 1:1</p> <p>Fire – safety and marshmallows</p> <p>Flora – ID using leaves</p> <p>Fauna – habitat exploration</p> <p>Science - Identify that most living things live in habitats to which they are suited and describe</p>			<p><u>healthy lifestyles, global citizenship/understanding the world.</u></p> <p>working as a team, communication of ideas, seeking advice, listening, use and select age appropriate tools, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), use natural materials, travelling safely, wellbeing outside, looking after the environment, being responsible, survival</p> <p>Science - Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>global citizenship/understanding the world.</u></p> <p>working as a team, seeking advice, listening, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), travelling safely, wellbeing outside, looking after the environment, being responsible, playing active part in local community,</p> <p>Monty Don, Marcus Wareing</p> <p>Stick Man, Stanley's stick</p> <p>Gardening Focus</p> <p>Art and design - to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share</p>
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how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats.			Plants – new growth Tools – whittling (1:4 Pivot cut) Shelters - tarps and paracords Fire – popcorn / flint and steel (supported) Knots – cow hitch Fauna – creation of habitat	their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (linked to outdoor learning from summer 1) Science - Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need	
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					water, light and a suitable temperature to grow and stay healthy.	
Y3	<p>How can I make my shelter stable? <u>building, problem solving and teamwork, tool work, science, nature and environment, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p> <p>working as a team, communication of ideas, seeking advice, listening, use and select age-appropriate tools, observe and describe the environment around us (including ecosystems), use natural materials, fire safety, travelling safely, wellbeing outside, looking after the environment, being responsible, playing</p>		<p>Is our soil alive? <u>building, problem solving and teamwork, science, nature and environment, cooking, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p> <p>working as a team, communication of ideas, seeking advice, listening, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), fire safety, experimenting and tasting, travelling safely, wellbeing outside, looking after the environment, being responsible, survival</p> <p>Science - Recognise that soils are made</p>	<p>Observations over time – find time to do some planting</p>	<p>Observations over time</p>	<p>Is it a pest? <u>tool work, science, nature and environment, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p> <p>communication of ideas, seeking advice, listening, use and select age appropriate tools, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), travelling safely, experimenting and tasting, wellbeing outside, looking after the environment, being responsible, playing active part in local community, survival</p> <p>Science - Identify and describe the functions</p>



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	<p>active part in local community, survival</p> <p>Shelters – tent</p> <p>Knots – lashing and frapping dual structures</p> <p>Tools- whittling (pivot cut) to make pencil/knife, hand drill</p> <p>Fire – safety/ fairy fire</p> <p>Flora–</p> <p>Fauna – bee house</p> <p>PSHE – working together</p>	<p>from rocks and organic matter.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Shelters – lean to</p> <p>Knots – square/reefer knot</p> <p>Fire – toasting bread</p> <p>Flora– soils</p> <p>Fauna –soil warriors</p>			<p>of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Tools- secateurs and loppers (supported), trowels, rakes, mini forks</p> <p>Flora– see NC links, changes, observations</p> <p>Fauna– gardening pests – in the sky</p>
Y4	<p>How do I keep myself safe outdoors?</p> <p><u>tool work, science, nature and environment, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p> <p>working as a team, communication of ideas, seeking advice, listening, use and select age appropriate tools,</p>	<p>What's in our rivers?</p> <p><u>building, problem solving and teamwork, tool work, science, nature and environment, global citizenship/understanding the world.</u></p> <p>working as a team, communication of ideas, seeking advice, listening, use and select age appropriate tools,</p>			<p>Can we recreate nature?</p> <p><u>building, problem solving and teamwork, tool work, science, nature and environment, art, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p>



	<p>age appropriate tools, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), use natural materials, fire safety, travelling safely, wellbeing outside, looking after the environment, being responsible, survival</p> <p>Fire – safety/fairy fire/light a fire with support, bread twists</p> <p>Flora/ Fauna – similarities and difference</p> <p>Fauna – danger</p> <p>Tools – use of a bow saw to cut wood (1:1)</p> <p>Science - Recognise that living things can be grouped in a variety of ways.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>identify and name flora and fauna, observe and describe the environment around us (including ecosystems), use natural materials, travelling safely, wellbeing outside, looking after the environment, being responsible, playing active part in local community, survival</p> <p>Shelters – design, build, evaluate</p> <p>Knots – timber hitch rope bridge – river link</p> <p>Tools - whittling project, litter picking (river/river banks)</p> <p>Geography - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and</p>			<p>working as a team, communication of ideas, seeking advice, listening, use and select age-appropriate tools, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), use natural materials, travelling safely, wellbeing outside, looking after the environment, being responsible, playing active part in local community</p> <p>Tools - secateurs and loppers, trowels</p> <p>Flora – school tree research (what trees do birds nest in?)</p> <p>Fauna – birds in the locality, nest locations</p> <p>Map skills - orienteering</p> <p>Craft – nest building – inc mud nests, weaving of natural materials</p> <p>Art and design - Pupils should be taught to develop their</p>	
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	<p>understand how some of these aspects have changed over time</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>			<p>techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">● to create sketch books to record their observations and use them to review and revisit ideas● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
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	<p>Can I eat it? <u>building, problem solving and teamwork, tool work, science, nature and environment, cooking, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p> <p>working as a team, communication of ideas, seeking advice, listening, use and select age appropriate tools, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), use natural materials, fire safety, experimenting and tasting, travelling safely, wellbeing outside, looking after the environment, being responsible, survival</p> <p>Shelters – camouflaged tipi</p>	<p>Suggested changes – how to use pulleys, levers and gears</p> <p>Use a pulley system to lift a heavy object like a log.</p> <p>How to move a large or heavy object using levers, e.g. branches, sticks etc.</p> <p>How to use gear – using hand drills to make a hole in a piece of wood</p>	<p>When is a weed not a weed? <u>building, problem solving and teamwork, tool work, science, nature and environment, art, cooking, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p> <p>seeking advice, listening, use and select age appropriate tools, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), travelling safely, wellbeing outside, looking after the environment, being responsible, playing active part in local community</p> <p>Tools – secateurs, loppers – removal of dead, damaged, diseased</p>		<p>How do plants reproduce? <u>problem solving and teamwork, tool work, science, nature and environment, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p> <p>communication of ideas, seeking advice, listening, use and select age appropriate tools, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), use natural materials, travelling safely, wellbeing outside, looking after the environment, being responsible, playing active part in local community</p> <p>Geography - understand geographical similarities and</p>
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<p>Knots – bowline Tools- bow saw, whittling knife Fire – keep a fire going to cook, material changes Flora – introduction to mushrooms Fauna – hedgehog homes woodwork</p> <p>Science - demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>History - Britain's settlement by Anglo-Saxons and Scots – during the trip to Mere Tun, children discuss foraging and use of</p>		<p>Flora- wildflower planting and ID, weed studies</p> <p>Science - describe the life process of reproduction in some plants and animals</p>		<p>differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>the Tropics of Cancer and Capricorn – through discussion of plants in our locality when compared with the Amazon</p> <p>Science - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p>
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	different plants for different purposes.				Gardening Focus Tools - secateurs and loppers, trowels, rakes, mini forks, spades, Flora – plant cuttings Fauna – gardening pests – on the ground
Y6	<p>Can I make an artificial habitat?</p> <p><u>building, problem solving and teamwork, tool work, science, nature and environment, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p> <p>working as a team, communication of ideas, seeking advice, listening, use and select age appropriate tools, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), use natural materials, travelling safely, wellbeing outside,</p>			<p>Can plants communicate?</p> <p><u>tool work, science, nature and environment, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p> <p>working as a team, communication of ideas, seeking advice, listening, use and select age appropriate tools, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), use natural materials, fire safety, experimenting and tasting, travelling safely, wellbeing</p>	<p>Can I cook a substantial, balanced meal?</p> <p><u>building, problem solving and teamwork, tool work, science, nature and environment, art, cooking, physical development and healthy lifestyles, global citizenship/understanding the world.</u></p> <p>communication of ideas, seeking advice, listening, use and select age appropriate tools, identify and name flora and fauna, observe and describe the environment around us (including ecosystems), travelling safely, wellbeing outside,</p>



looking after the environment, being responsible, playing active part in local community Fauna – bird house (woodwork)			outside, looking after the environment, being responsible, playing active part in local community, survival Science - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Gardening focus Flora - Careful planting – what grows well together? Tools - secateurs and loppers, trowels, rakes, mini forks, spades,	looking after the environment, being responsible, playing active part in local community Design Technology - Cooking and nutrition <ul style="list-style-type: none">• understand and apply the principles of a healthy and varied diet• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Shelters – independent decision Knots – bowline
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					<p>Tools- independent use of all tools introduced</p> <p>Fire – keep a fire going to cook a substantial meal</p> <p>Flora – use of knowledge to ‘survive’</p> <p>Fauna – mindful forest life</p>
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Substantive concept

Disciplinary concept

Significant people

Books/poems

Wow moments -trips/visits/visitors

National Curriculum/Development Matters objectives