



Outdoor Learning Progression of Skills

OUR VISION FOR TREWIRGIE INFANTS' SCHOOL

'We care, We help, We succeed'



OUR MISSION:

- To deliver creative and challenging learning that embeds outdoor learning into the different areas of our curriculum.
- To develop personal, social, communication skills as well as problem solving, teamwork and essential knowledge that children need to develop into well rounded citizens.
- To create memorable experiences and a lifelong love of learning.
- Health and wellbeing of school



At Trewirgie Infants' and Nursery School, we believe that embedding and integrating outdoor learning into all areas of our curriculum has a significant impact on the lives of our pupils'. Through well planned lessons outdoors, we can create memorable experiences that enhance, showcase and develop our children into passionate, confident and successful learners who are ready for what life has to offer. In outdoor sessions children will be encouraged to:

- Explore the world using their senses
 - Improve their communication, concentration, language and social skills
 - Problem solve and discover ways in which they learn best
 - Assess and evaluate risks when present in the outdoor classroom and using tools to build and create
 - Explore respectful connections between humans, wildlife and the earth
- Develop fine and gross motor skills
 - To build resilient, determined and independent learners who have a strong sense of themselves.

Curriculum statement

INTENT (curriculum design, coverage and appropriateness)	IMPLEMENTATION (curriculum delivery, teaching and assessment)	IMPACT (attainment and progress)
<p>At Trewirgie Infants' our vision for all members of our school is 'we care, we help, and we succeed.' We believe through a well-planned and engaging curriculum that integrates outdoor learning we can give children every opportunity to achieve and create memorable experiences that support their development into kind, caring and successful adults. By teaching skills that focus on using tools and learning new challenging techniques, we create opportunities that go beyond the national curriculum and enhance the culture capital of all children including those with SEND and those from disadvantaged backgrounds. Our aim is to give children a heightened sense of responsibility and self-belief in their ability.</p>	<p>To ensure that high quality outdoor learning is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 2. We want all children to experience each area of the curriculum through the outdoors. From carefully studying our curriculum we have identified areas which benefit themselves to learning in the outdoors. All outdoor lessons strongly focus on developing language, knowledge and skills. By ensuring this, children are always ready for the next stage of their education. The subject leader ensures that knowledge and skills within outdoor lessons are progressive through the school through monitoring and evaluating. Evidence of learning is gathered in variety of contexts, reinforcing and consolidating knowledge, skills and understanding.</p>	<p>Outdoor learning at Trewirgie Infants' school recognises children's prior experiences, whilst allowing children to build resilience, ambition and independence. It further supports the development of co-operation, decision-making and social skills as well as deepening knowledge and supporting next steps. The impact of our curriculum will also be measured by how effectively it helps all our children, including those with SEND and vulnerable children, develop into well rounded individuals who embody our school values. Our aim is they will carry around the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.</p>

Skill: fire					
Stage not age		3	4	5	
1	2				
Know and name parts of the fire		Make with confidence	Select the skills independently for purpose to develop curriculum understanding	Able to demonstrate and show others how to use the skill safely	
<p>Fire safety</p> <p><i>I can understand how to keep myself and others safe around a fire.</i></p> <p><i>I can find a good area to make a fire.</i></p> <p><i>I can clear an area of loose vegetation and stones ready for a fire.</i></p> <p><i>I can collect raw materials</i></p> <p><i>I can understand and apply the 'fire triangle theory'.</i></p>		<p>Fire building</p> <p><i>I can build a pyramid fire base with confidence</i></p> <p><i>I can follow fire safety rules and explain to a friend how to keep safe.</i></p> <p><i>I can independently make a 5 minute fire.</i></p> <p><i>I can light a fire using a match or a fire striker</i></p>		<p>Fire lighting</p> <p><i>I can display good behaviour for learning around the fire pit and understand risk.</i></p> <p><i>I can teach a friend how they can make a fire safely</i></p> <p><i>I can show a friend how to use the safety stance</i></p>	
Skill: tools					
Stage not age		3	4	5	
1	2				
Know and name tools		Make with confidence	Select the skills independently for purpose to develop curriculum understanding	Able to demonstrate and show others how to use the skill safely	
<p><i>I can show interest in a range of different tools</i></p>		<p><i>I can understand how to create natural items using raw materials with support.</i></p>		<p><i>I can show an increasing amount of confidence and control when using a tool</i></p>	

<p><i>I can name different tools and their purpose</i></p> <p><i>I can begin to use tools with support</i></p>	<p><i>I can show control using fine and gross motor skills</i></p> <p><i>I can handle a tool with more confidence.</i></p> <p><i>I can choose a tool for different projects</i></p>	<p><i>I can understand how to create natural items using raw materials and select tool with confidence</i></p> <p><i>I can teach a friend how to use a tool safely.</i></p>
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Skill: play, interaction and independence

<p>1</p> <p>Know and name skill</p>	<p>2</p> <p>with support</p>	<p>3</p> <p>Act with confidence</p>	<p>4</p> <p>Select the skills independently for purpose to develop curriculum understanding</p>	<p>5</p> <p>Able to demonstrate and show others how to use the skill safely</p>	
<p>Stage not age</p>					

<p><i>I can dress myself appropriately for the outdoors</i></p> <p><i>I can walk to the outdoor area safely and respectfully</i></p> <p><i>I can join in with my peers and talk about my learning</i></p>	<p><i>I can investigate the natural world around me.</i></p> <p><i>I can encourage others to join in.</i></p> <p><i>I can work collaboratively with a team.</i></p> <p><i>I can show an increased amount independence and confidence.</i></p>	<p><i>I can tackle a challenge safely</i></p> <p><i>I can explain to a peer how to keep safe</i></p> <p><i>I can explain my success and failures and take responsibility for my own learning</i></p> <p><i>I can display good social skills with my peers</i></p>
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EYFS- Literacy	YEAR 1-Literacy linked lessons	YEAR 2-English
<p>Texts Leaf Man Bear Hunt Autumn is here by Heidi Pross Gray</p> <p>Language see sight touch smell hear sound rough, bumpy, smooth, hard, red, yellow and golden</p>	<p>Texts A poem about fire</p> <p>Language Squishy Grassy Green Earthy Brown Warm Rustling Smoky Damp Aroma Odour</p>	<p>Texts How the Rabbit Stole the Fire by Joanna Troughton</p> <p>Language Stage Props Story frames Characters Flaming Sprinting Flicking</p>
<p>Lesson 1: Builds on: nursery Intent: L.O: to listen and respond to a story</p>	<p>Unit 1: (to be taught in a sequence) Lesson 1:</p>	<p>Lesson 1: Builds on: Yr 1- collecting descriptive words from different outdoor experiences</p>

<p>To join in with predictable phrases To organise, sequence and clarify thinking, ideas and events</p> <p>Implementation: collect autumn nature, read Leaf Man, using found treasures create leaf art. Describe leaf creature to a friend.</p> <p>Future learning: Bear Hunt- collecting textures</p> <p>Lesson 2: Builds on: lesson – exploring a new sense Intent: To write a simple descriptive sentence To demonstrate understanding of what has been read to them by retelling stories Implementation: read 'We are going on a bear hunt.' Go on a bear hunt to the wild tribe and collect different textures from the walk. Describe textures, compare and contrast. Future learning: explore different senses in the natural world.</p>	<p>Builds on: Reception- describing what pupils can see and feel. Understanding a text and organising ideas and events.</p> <p>Intent: L.O: To explore the senses (smell)</p> <p>Implementation: play drop the pine cone- sit in a circle and 1 child drops a pine cone behind their back- each child has to run around the circle, back to their space. What is your favourite smell? What smells do you think you will find around our school? 1 cup between two children. Go on a walk around school and stop at certain points- collect items and discuss their smell. Talk about how some plants can be dangerous. Only pick plants that have fallen- we should pick plants. Children to then sit down and test which smells smell good together. Which is your favourite smell? Future learning: make their potion</p> <p>Lesson 2 Builds on: Testing smells Intent: I can use adjectives to describe. Implementation: smell game- blind fold a child and ask them to smell a range of herbs/spices. Can you describe what you smelt? Encourage children to use powerful adjectives. Could create a bank of words together. Say that they are going to create a smelly potion this week using the items they found and extra herbs and spices. Lay out jugs with coloured water and herbs/spices. Children work in pairs to create a potion. Can use sticks to help them mix and squash the items. Children label their potion for next week. Put in a space place. Future learning: review and describe potion</p>	<p>Intent: L.O: I can retell a story using props Implementation: Read 'How the Rabbit Stole the Fire.' Explain that we today we will focusing on the deer. Find some sticks and ask the children to find a different range of leaves to decorate the deer's antlers. Using leaf identity cards can children name some leaves that they have used. Explain next week we will be creating headdresses so we can retell the story. Ask children to think about what animal they'd like to be. Future learning: understanding characteristics</p> <p>Lesson 2: Builds on: Yr 1- <u>collecting descriptive words from different outdoor experiences</u> Intent: I can understand and explore how different characters are represented. Implementation: Reread How Rabbit stole the fire. Review the animals from the story. Display pictures or images of the animals and discuss their physical characteristics, habitats, and unique features. Instruct them to choose an animal from the story or another forest creature and draw it. Encourage the children to imagine what the animal's headdress might look like and sketch their ideas. Take the children on a nature walk within the forest school area to collect natural materials like leaves, twigs, feathers, and flowers. Discuss the importance of respecting nature and only collecting materials that have fallen to the ground. Future learning: <u>Creating a character headdress</u></p> <p>Lesson 3 Builds on: Exploring characters and how to represent them Intent: I can create a headdress to represent a character.</p>
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Lesson 3

Builds on: Lesson 2- making the potion

Intent: I can describe my potion using powerful adjectives

Implementation: Children are returned with their potion- observe how your potion has changed in 1 week. Has the colour changed? How does it smell? Explain that each group needs to present their potion to the class. They need to describe the smell and then explain what the magical powers are. What does your potion do? Why is it special? Give the children paper and pens to jot down their ideas if necessary.

Future learning: develop sense of sound.

Unit 2: (to be taught in a sequence)**Lesson 1**

Builds on: exploring ways to describe different smells and how this can create a poem.

Intent: L.O: To explore the sense of hearing.

Implementation: Sit very quietly in a nature spot- what can you hear? Create a list of what you can hear. Have a box and say this is your sound box. Children must walk around the space and find different items. Sit in a circle and test the different sounds. How do they sound? Talk about leaves being quiet and bigger items being loud. Do they scrape the box, do they rustle/bang/crash/tap. Collect a list of the sounds. Play guess the sound. Children close eyes- put item into the box- which item do you think it is? Why?

Future learning: Create a musical instrument using found items.

Lesson 2

Builds on: creating a bank of sounds

Intent: To create a sound pot

Implementation: Provide each child with paper or card in various colours, scissors, glue or tape, and the gathered natural materials. Instruct the children to create their nature headdresses by cutting out animal ear shapes or any other relevant features from the craft paper. Help them attach the natural materials to the paper cut outs using glue or tape to bring their headdresses to life. Nature Headdress Parade: Gather the children together for a fun nature headdress parade. Let each child showcase their animal-inspired headdress and briefly share which animal they chose and why. Can the children retell the story, acting like their character?

Future learning: creating a fire

Lesson 4

Builds on: exploring and retelling a known story

Intent: I can build and light a fire.

Implementation: Recap the fire triangle: explaining that fire needs three things to burn—fuel (such as firewood), oxygen (from the air), and heat (from a fire starter or matches). Fire Circle Rules and Safety: Discuss the fire circle rules, emphasising the importance of adult supervision, maintaining a safe distance, and not playing with the fire or its tools. Demonstrate how to use a fire lighter or matches safely (only under adult supervision) and how to extinguish the fire if needed. Building the Campfire: Divide the children into small groups. Provide each group with firewood and a fire lighter or matches (under adult supervision). Instruct the children on how to arrange the firewood in a teepee or log cabin structure to create a small campfire. Guide the children in using the fire lighter to ignite the campfire safely. Directly watch children and ensure they have correct safe technique. If not go back to step taught in year 1 and help guide have hands. Read a story with the camp fire.

Implementation: Revisit last lesson- what sounds did you hear? Sit quietly again- can you hear anything different? Give partners a cup between 2- ask the pairs to search the area and find items to put in the cup. Try out different sounds combinations. Use paper and elastic bands/string to turn into a musical instrument. Choose a song and shake musical instruments to the song.

Future lessons: Listen to the sound of a fire.

Lesson 3

Builds on: Reception- learning the safety of fire.

Intent: I can understand how to stay safe with a fire

Implementation: Children work together to clear a space for a fire Go over fire triangle theory. What does a fire need? Explain these are like the ingredients to a fire (Oxygen, heat and fuel) Go over vocab and the meaning- oxygen- what is oxygen? What could the heat be? How could we make the heat? What could the fuel be? Talk about safety of a fire- how can we keep safe? Make a fire circle and explain that you are not allowed in the fire circle and must walk around the outside. Talk about always having a bucket of water near to put the fire out. Show children how to build a fire. Use small sticks to make a triangle and add larger sticks until it makes a pyramid shape. Invite a child into the circle to add Vaseline to a cotton pad- explain that this is the fuel to start the fire. Start the fire using a fire lighter- watch the fire and listen to the sounds. What can you hear? What noises does the fire make? Create a bank.

Future lessons: children to make a 5 minute fire and try using a fire lighter.

Future learning: I can help cook something on the fire.

Lesson 4

Builds on: Learning about how fire is made and how to keep safe.

Intent: I can build a fire base with support and guidance. I can understand how to light a fire.

Implementation: Read the fire poem. Discuss how the poem made you feel. Recap fire safety and ensure children are demonstrating safe practise. Who remembers how to make a fire? Make one as a team- collect sticks and invite children to add to the pyramid. Demonstrate how to create a spark using a fire lighter. Allow children to use the lighter to practise the technique- make sure it is always lit pointing away from the body. Scaffold the process if necessary and stand behind the child and guide their hands. Let all children have a go even if they do not create a spark- this allows children to practise technique but with support. Light the fire and put out safely.

Future learning: build and light fire with more independence.

EYFS –mathematics	YEAR 1-maths	YEAR 2-maths
<p>Pattern Repeat Spikey Smooth Rough Same Different</p>	<p>Texts Stickman by Julia Donaldson Language Shape Cube Straight Pyramid Corner Strong Stable Edge Solid Flat Curved Hollow Sort</p>	<p>Texts/songs Shape song Language Size Bigger Larger Smaller Symmetrical Line of symmetry Fold Match Data</p>
<p>Lesson 1: Builds on: knowledge of patterns in their environments/books. Intent: L.O: To create a repeating pattern (ab) Implementation: Find patterns in environment, identifying a repeating pattern, using found items in the outdoor learning area make repeating patterns with a pair. Future learning: (abb pattern) finding different shapes in the outdoor area.</p>	<p>Lesson 1: (teach as block) Builds on: -Reception-identifying and making patterns in the outdoors Intent: L.O: Recognise 2D and 3D shapes. Solve 1 step problems Implementation: Read stick man. Using found objects can they make a 2D picture using the pictures from the book as inspiration? Identify the shapes they have used to create the picture. Can they create a line of symmetry in their picture? Children to work in a groups and show their picture to another group. Future learning: make a stick person Lesson 2 Builds on: identifying 2D and 3D shapes in the outdoors</p>	<p>Lesson 1: Builds on: Year 1- stickmen and shelters. Learning to put maths into real life situations Intent: L.O: I can identify lines of symmetry Implementation: do all items in nature have lines of symmetry? What does symmetry mean? Gather the children in a designated outdoor area and introduce the concept of symmetry. Show examples of symmetrical shapes and designs (e.g., a butterfly, snowflake) and explain that they have a line of symmetry dividing them into two identical halves. Take the children on a brief nature walk within the forest school area, providing magnifying glasses for closer observations if available. Instruct them to look for natural items that appear symmetrical or</p>

Intent: I can create a figure using my understanding of different shapes

Implementation: Geometry- woodland figures. Look up at the branches and see whether they can identify and features that look like a human figure (arms/legs) Use a peeler to remove bark for the face. This is skill build on from reception. Mathematical language to compare stick length- can children find a shorter stick for the stick persons arms? Join arms onto body using pipe cleaners, they can be wrapped around to join sticks together

Future learning: make a shelter for stick person- page 52

Lesson 3- DT link (structures- making strong and stable)

Builds on: Lesson 2- making a stick man

Intent: I can identify the properties of a triangle

Implementation: Page 52- challenge 1- sticks and order them by length. Make 2D triangles on the floor and identify features- how many sides/corners? Can you make a bigger triangle? How could you do this? Allow children to explore. Repeat again but this time explore making a smaller triangle. Can you create a triangle using 4 sticks? 5 sticks? Allow children time to explore

Future learning: create a shelter

Lesson 4- DT link (structures- making strong and stable)

Builds on: Lesson 3- exploring shapes and their properties.

Intent: Using 2d and 3D shapes to make a shelter

have characteristics that suggest symmetry. Encourage the children to collect a few interesting natural items.

Instruct them to create a rubbing of their natural items they collected and to identify any lines of symmetry they observe. Share their findings as a group, discussing examples of symmetrical natural items.

Future learning: data collection

Lesson 2-

Builds on: identifying lines of symmetry

Intent: I can collect and interpret data from my local area

Implementation: Explain the purpose of the mini beast hunt: to explore the diversity of mini beasts in different areas around the forest school and collect data about them. Discuss the importance of data collection and how it can help us understand the variety of mini beasts living in various habitats.

Provide each child with a clipboard, pencil, and a pre-prepared data collection sheet (grid with areas to record mini beast types). Explain how to use the data collection sheet to record the types of mini beasts they find. Divide the children into small groups and assign each group to explore different areas of the forest school. Instruct the children to carefully search for mini beasts, using magnifying glasses if available, and record the types they find on their data collection sheets. Join groups back together and spend some time interpreting the data together. Where do most mini

Implementation: Explain today we are going to make our stick person a shelter. Using the sticks gathered so far and using what they know about triangles, the children to work in small groups to create a shelter. Explain that sticks can be poked into the mud to create the structure. This can be like a pyramid. What happens if you make 2 pyramids? Is you structure stronger? Forage for large leaves to layer over the top. Children have access to string to wrap around sticks to keep them in place. They can also use mud to create a stronger structure. What could you do to improve your shelter? Take photos p;[

Future learning: year 2- exploring different shapes

beasts live? Explain what this area is like? Where do you see mini beasts the least?

Future learning: I can design a mini beast house

Lesson 3-

Builds on: collecting data in the forest school area

Intent: I can design a mini beast shelter based on data.

Implementation: Gather the children and review the data collected from the previous mini beast hunt. Remind them of the various mini beasts found in different areas and discuss the importance of providing suitable habitats for these creatures.

Take the children on a short walk to explore different habitats within the forest school area. Discuss the features of these habitats and how they might naturally provide shelter and resources for different mini beasts. Provide each child with a nature journal or plain paper and coloured pencils or crayons. Instruct them to draw their design ideas for mini beast houses, considering the specific needs of the mini beasts found in the data.

Future learning: making a bug hotel

Lesson 4-

Builds on: collecting data and designing a mini beast habitat

Intent: I can create a habitat for a mini beast considering the data I have collected.

Implementation: Provide a selection of craft materials, such as cardboard, sticks, leaves, twigs, and bark. Explain to the children that they can use these materials to build their mini beast houses based on their designs. Introducing the Tools and Safety: Show the children the palm drills and the other suitable tool for Year 2 children (e.g., pruners, scissors). Emphasise the importance of using tools safely and responsibly.

		<p>Allow the children to begin constructing their mini beast houses using the craft materials and the provided tools (under adult supervision). Encourage them to consider the size, shape, and features that would best accommodate the specific mini beasts. Remind them to use the palm drills and other tools safely and with care. Showcase bug hotels to other children and then place in the Wild Tribe area.</p> <p>Future learning:</p> <p>Lesson 5- Builds on: Intent: Implementation: Future learning:</p>
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EYFS- Understanding the world- The natural world	YEAR 1-science	YEAR 2-science
<p>Language</p> <p>Material Sort Short Medium Tall Rough Smooth Bumpy</p>	<p>Text: Poem about materials- TES ks1- poetry</p> <p>Language</p> <p>Wood Plastic Metal Glass Rock Shiny Dull Bendy Stretchy</p>	<p>Texts: Nature detectives elf houses resources</p> <p>Language</p> <p>Rigid Hard Stretchy Flexible Twisting Insulation</p>

	Flat Sharp Opaque Transparent Waterproof Absorbent	
<p>Lesson 1: Builds on: children will have previous experience of naming shapes and their properties Intent: Name objects and consider what they are made from Implementation: hide different items around the outdoor area. Children work to find each item. Once all found sit in a circle and try to sort the objects. Pass objects around. Describe what they feel like/look like. Think of ways together that you could sort each item (hoops). Why? Challenge: explain to the class that tinder is a small piece of dry wood that can be used to light fire. Ch collect tinder and sort into sizes- short, medium, tall. Using the stick found make a fire to show the children. Fire triangle rules! Future learning: testing materials</p> <p>Lesson 2: Builds on: discussion about mini-beasts Intent: I can observe what mini beasts are in my local environment Implementation: Gather the children in a circle and introduce the topic of mini beasts. Discuss what they know about insects, spiders, worms, and other small creatures. Explain the rules for the mini beast hunt and safety guidelines for handling mini beasts gently and respectfully. Provide each group with magnifying</p>	<p>Lesson 1: unit 1- exploring materials Builds on: EYFS- classifying materials and naming them Intent: L.O: I can investigate and carry out different tests on materials Implementation: page 78 recap what materials they know. Can you move in a stretchy way? Squishy way? Bendy way? Encourage ch to think about properties of materials and move in a way that represents that material. Challenge 1- sort materials opaque, translucent and transparent. Explain the difference- opaque- you can't see through. Transparent- you can see through and translucent- you can see through a bit. Collect items from outdoor area and sort into groups using hoops. What do you notice/observe? Future learning: discovering waterproof or not</p> <p>Lesson 2: Builds on: learning what opaque/transparent/translucent means Intent: I can discover what waterproof means Implementation: Today we are going to be scientists. Ask children to collect different natural items around the outside area. Predict whether the items will be waterproof or not. Why do you think that? Place a cotton pad or tissue in a waterproof</p>	<p>Lesson 1: Builds on: Year 1- testing out different materials Intent: I can explore states of matter Implementation: Warm up idea- explain solids don't move but liquids can move around together. When you say solid, the children have to freeze but when you say liquid they can start to move around. Explain that as the solid starts to melt, they slowly start to move more until they are completely liquid. Changing states: wax Build a fire together and light. Go over fire circle safety. Explain today that we are going to change the state of a crayon. Is the crayon currently a solid or a liquid? As the fire is heating up, ask children to predict what is going to happen to the crayons? How long do you predict it will take to change shape/melt? Use a timer and pan on fire? Give children paper to draw what they observe happening? Once melted put in a mould and see how long it takes to turn into a solid again. Future learning: exploring solids and liquids and gases</p> <p>Lesson 2- Builds on: exploring states of matter</p>

glasses, clipboards, and paper. Lead the groups to the outdoor space and allow them to explore independently, searching for mini beasts. Encourage children to observe, discuss, and record their findings on their clipboards, using words and drawings. Help children identify and gently collect any mini beasts they find using small containers with ventilated lids.

Future learning: learning about camouflage

Lesson 3:

Builds on: identifying mini-beasts

Intent: camouflage sticks

Implementation: Gather the children in a circle and explain that today, they will be learning about camouflage, which is a way animals hide by blending into their surroundings.

Show pictures of different camouflaged animals (e.g., chameleons, stick insects, etc.) and ask children if they notice anything special about them.

Distribute wooden sticks or twigs and provide coloured pencils or crayons. Explain that each child will colour their stick to blend in with a specific outdoor environment. Encourage creativity as children design their camouflaged sticks, discussing different colours and patterns that might help them hide.

Pair up the children and explain that they will play a game of hide-and-seek using their camouflaged sticks. In each pair, one child will hide their camouflaged stick somewhere in the outdoor area, while the other child closes their eyes.

After hiding, the child will open their eyes and search for their partner's stick, using observation skills to spot the camouflaged stick.

Future learning: understand properties of camouflage more fully.

pot, put the natural item over the top and pour a 100ml of water over the top. Remove natural item, did the cotton pad stay dry? Would this be a good item to use for a waterproof shelter?

Record findings.

Future learning: absorbent or not

Lesson 3:

Builds on: learning what waterproof means

Intent: I can understand what absorbent means

Implementation: Ask children to collect a range of different natural items again. Explain this time we are exploring what absorbent means- in simple terms absorbent sucks up water and non-absorbent does not. Set up the experiment- how long shall we leave each item in the water for? Predict if items will be absorbent or not before dropping each item in the water. Drop each item into the water- make sure each item is in the water for the same amount of time. What will happen to the material if it is absorbent? Test each item out. Is a non-absorbent material waterproof?

Future learning: exploring materials further.

Lesson 1: (unit 2)

Builds on: nature walks in reception- looking at different seasons

Intent: LO: I can identify 4 leaves and the tree they came from?

Implementation: Show picture cards or posters of common leaves and briefly talk about the various leaf

Intent: I can explain what a solid is and what a liquid is

Implementation: Vocabulary:

Solid: A state of matter with a fixed shape and volume, where particles are tightly packed and do not move freely.

Liquid: A state of matter with no fixed shape, but a definite volume, where particles are close together but can move freely.

Gather the children in a designated outdoor area and introduce the concept of states of matter. Explain that matter can exist in three main states: solid, liquid, and gas. Focus on solid and liquid for this lesson. Show the children the Kelly Kettle and explain that it uses the heat from a small fire to boil water for various outdoor activities. Demonstrate how to set up and use the Kelly Kettle safely (with adult supervision) and discuss fire safety rules. Assist the children in setting up the Kelly Kettle safely and igniting the fire. Fill the Kelly Kettle with water and place it on the fire to heat.

Distribute small cups or containers to each child. Put the jelly cubes into the cups and explain that it is currently in a solid state.

Encourage the children to closely observe the changes happening in the Kelly Kettle as the water gets hotter. Invite them to describe what they see and discuss the vapour and steam formed during the process. When the water in the Kelly Kettle reaches boiling point, discuss how the water changes from liquid to gas (steam). Remove the Kelly Kettle from the fire and pour the hot water into the cups. Allow the children to observe the jelly in their cups as it cools and solidifies back into its original state.

shapes, such as oval, heart, palmate, and lobed. b. Encourage the students to notice the differences in leaf shapes and colours.

Leaf Hunt: Take the children on a guided nature walk through the forest school area. In pairs or small groups, ask the children to search for fallen leaves on the ground (avoid picking leaves from live plants). Let them use magnifying glasses to observe the leaves more closely, noting any unique characteristics.

Leaf Identification Activity: Gather the children in a designated area with their collected leaves and materials. Display the picture cards or posters of common leaves. Help the children to identify and sort the leaves they found by matching them to the pictures.

Future learning: Discover the different parts of a leaf (veins ect)

Lesson 2:

Builds on: Discovering different types of leaves

Intent: I can identify different parts of a leaf

Implementation: Begin the lesson by gathering the children in a comfortable indoor or outdoor space. Show them a large picture or poster of a leaf and ask questions like: "What do you see on this leaf?" "Can you name any parts of the leaf?"

Introduce the different parts of a leaf: blade (the flat part of the leaf), veins (the lines that carry water and nutrients), petiole (the stem that connects the leaf to the branch), and margin (the edge of the leaf). Use simple language and demonstrate with visuals to make it easy for young learners to understand.

Take the children on a short nature walk in the forest school area or use potted plants with different types of leaves. Provide children with a magnifying glass to help them observe the leaves more closely. Encourage

Future learning: test suitability of the materials for the purpose of building towers and will perform a simple test of strength.

Lesson 3- DT link

Builds on: year 1- building structures

Intent: I can explore what stable and ridged means

Implementation: discuss towers children have seen in real life. Warm up- blocks- which group can make the tallest tower. Focus on team work and taking turns. Explain children will only have newspaper and tape to make a tower this time. Ask children to think of ideas on what they can do with the paper. How can the newspaper be made stronger? Could they scrunch/fold/roll the paper? Working together allow children 10-15 minutes to make their tower. Review towers and how stable they are. Keep for next week.

Future learning: test how stable and ridged the towers are

Lesson 4- DT link

Builds on: Creating a strong and stable tower

Intent: I can test my tower and identify ways to increase its stability

Implementation: review tower from last week. Explain today we are going to be testing how stable/ridged they are by using a hand fan. Give groups 5 minutes to readjust and add additional sections. Groups take in turns to test their tower with the hand fan. Does your tower stay up? Does it need more reinforcing? What techniques did the successful groups use? What shapes have been created? Record findings

Future learning: growing

	<p>the children to identify and discuss the different parts of the leaves they find during the walk. Labelling: Gather the children back and display a large poster or drawing of a leaf. Invite volunteers to come up and label the different parts of the leaf. Future learning: Draw or take rubbings of leaves and label the different parts and identify the leaf</p> <p>Lesson 3:</p> <p>Builds on: learning about the different parts of a leaf Intent: I can represent the different parts of a leaf with an observational drawing Implementation: Drawing Activity (20 minutes): a. Provide each child with paper and drawing materials. Instruct them to draw a simple leaf and label its parts (blade, veins, petiole, and margin) based on what they've learned. Encourage creativity and offer assistance as needed. Conclusion: Gather the children in a circle and ask a few volunteers to share their drawings with the class. Future learning: Year 2</p>	
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EYFS-Understanding the world-	YEAR 1-Geography	YEAR 2-Geography
Human feature	north	north
Physical feature	south	south
Landmark	east	east
Same	west	west
Different	right	right
Nature	left	left
Man-made	turn	turn
	near	near

	<p>far aerial view</p>	<p>far code control points control point markers</p>
<p>Lesson 1: Builds on: Looking at different features around the school. What do they notice about what is around the school. Intent: L.O: To explore human and physical features. Implementation: explore an aerial map of the local area. What do you notice? What could the green patch be? What about the grey area? Walk up to the local field and on the way discuss features and how they change. Classify what is a human feature and what is a physical feature. Collect images from the walk and sort when back at school. Future learning: Nature walk</p> <p>Builds on: identifying key features around our school Intent: LO I can discover different natural item on a nature walk Implementation: Go on a walk around school or a place we are visiting? Use a ten frame and collect ten items. What does your item look like? How does it feel? Use senses to explore items? Do you think they are natural or man-made?</p>	<p>Lesson 1: Builds on: EYFS: looking at physical and human features Intent: L.O: To use locational and directional language Implementation: play Kim's game. Ask children to find an item between two. Give them time to remember the items- Cover some of the items. Which ones have been covered? Blindfold trail- teacher lays out different rope paths across the chosen area. 1 pair sits away with paper and pencils. The other pair has to walk the rope path and remember key features from the trail to relay. The child then draws the path and checks to see if it has the same/similar features. Repeat and swap over. Extension: some children may be able to describe their route by using directional language (left, right, turn) and represent using arrows. Future learning: devise a simple map and construct basic symbols in a key</p> <p>Lesson 2: Builds on: Use of directional language Intent: I can understand and use a key to represent key features Implementation: Begin the lesson by explaining the concept of treasure maps and how they are used in treasure hunts. Take the children on a guided nature walk in the forest school area, exploring various landmarks and features. During the walk, encourage</p>	<p>Lesson 1: Builds on: year 1- using positional language and making physical maps Intent: I can create a key Implementation: recap key language 'physical' and 'human' features. Can children point to a human feature/physical feature? Give children an aerial map of the school with a blank column on the side. Can children create a key to represent the key features on the map? They could use a triangle for a tree, lines for grass, blocks for steps ect. Add symbols next to area as well as on the blank column. Future learning: I can use symbols to represent key features on a map</p> <p>Lesson 2- Builds on: understanding key features on a map Intent: I can use symbols to represent key features on a map Implementation: Gather the children in a designated outdoor area and introduce the concept of maps. Discuss how maps represent places and show different features using symbols. Take the children on a guided walk around the forest school area. Encourage them to observe and identify key features such as trees, bushes, rocks, and paths. Discuss with them how they can represent these features using simple shapes like circles, triangles, squares, and lines.</p>

them to notice unique trees, rocks, bushes, and other natural elements that could be included on their treasure maps.

Explain the purpose of a key on a map and how it helps others understand what the symbols represent. Provide a few examples of symbols (e.g., tree, rock, pond) and have the children draw them on their paper, leaving space for the key. Next to each symbol, ask the children to write or draw what it represents (e.g., "T" for tree, "R" for rock). Children to create maps of the area including their key. Children can test out hiding certain items to see if it works. Keep maps for next week.

Future learning: Adding a scale

Lesson 3

Builds on: Understanding what a key is

Intent: I can use a scale on a map

Implementation: Explain the concept of a scale and how it helps in understanding distances on the map. Provide an example of a simple scale (e.g., 1 cm = 1 meter) and demonstrate how to use the ruler to draw the scale on their maps. Assist the children in adding the scale to their treasure maps.

Treasure Hunt: Hide the treasure items in various locations around the forest school area, using landmarks from the map to help guide the children. Provide the children with their completed treasure maps and, if available, a compass to aid in navigation. Let the children explore and follow their maps to find the hidden treasures.

Conclusion: Gather the children back together and discuss their experience with the treasure hunt and

Provide each child with plain paper and coloured pencils or crayons. Instruct them to draw a simple map of the forest school area, using shapes to represent the key features they observed. Encourage creativity and imagination while drawing their maps.

Use the maps to play a fun game where children take turns identifying and locating specific features on the map. Ask partner if they went to the correct place. Could they identify the correct area? How did they know?

Future learning: create a treasure map in a messy map style

Lesson 3-

Builds on: Using shapes to represent key features on a map

Intent: I can devise a simple map and use and construct basic symbols in a key

Implementation: create a treasure island messy map.

Using string, sticks or chalk create an outside of their map. Work in groups, the children need to add features to their map- pine cones- palm trees, soil- beach, twigs and leaves- forest, flat stones – pond, sticks stuck into the ground- volcano ect. Can they find something special to put on their map to represent the treasure? Imagine you are 5cm tall, A small toy could represent you- using twigs create a route to get to the treasure. Can they verbally explain their route to the treasure? Draw a map of your setting. Children to draw their map. Add compass north, south, east and west and a key of the features. What features are in the north? South? West? East?

Future learning: simple orienteering

Lesson 4-

Builds on: compass on a map

Intent: I can follow simple directions using a compass.

	<p>using the maps they created. Recap the importance of keys and scales in making maps clear and easy to use.</p> <p>Future learning: Year 2 fieldwork and using a compass</p>	<p>Implementation: Explain that orienteering is a fun activity that involves using directions (north, south, east, west) to find specific locations in a forest or outdoor setting.</p> <p>Teach the children the cardinal directions: north, south, east, and west. Show them how to use a compass and understand its basic features. Explain that they will be given directions to find specific locations in the forest school area and mark those locations on their maps. Place small objects or markers at specific spots around the area. Divide the children into small groups and give each group a compass. Provide them with a set of directions (e.g., "Go 20 steps north, then 10 steps west") to find the hidden markers.</p> <p>Instruct the children to take turns leading their groups and following the directions to find the markers. Encourage them to use their compasses to stay on track. Gather the children back together and discuss their experiences with orienteering. Ask them to share any challenges they faced and how they used the cardinal directions to find the markers. Reinforce the importance of teamwork and effective communication during orienteering.</p> <p>Future learning: orienteering in a setting outside of school.</p>
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EYFS- Expressive art and design	YEAR 1 Art	YEAR 2- Art
<p>Magic colours</p> <p>Red</p> <p>Blue</p> <p>Yellow</p> <p>Mix</p> <p>Green</p>	<p>Straight</p> <p>Rough</p> <p>Smooth</p> <p>Uneven</p> <p>Camouflage</p> <p>Disguise</p>	<p>Thick</p> <p>Thin</p> <p>Horizontal</p> <p>Vertical</p> <p>Diagonal</p> <p>Curly</p>

<p>Purple Brown Orange</p>	<p>Materials Loom Weave</p>	<p>Curved Pigment Pestle and mortar Watercolour Bash Combine</p>
<p>Lesson 1: Builds on: knowledge of magic colours and what they mix to make Intent: L.O: To investigate colour Implementation: look at the setting. What colours do you notice? What does that tell you about this time of the year? What season might it be? Nature's pallet-choose a shade card and search the area to find an object that matches. Children share their findings Future learning: printing colours on fabric. Leaf bashing with a hammer.</p> <p>Builds on: knowledge of magic colours and what they mix to make Intent: L.O: To print using a hammer Implementation: print leaf dye onto fabrics. Collect a range of leaves, berries and flowers. Place cotton fabric over and hammer with a mallet or rolling pin. Explore what happens when they use different items and consider safe practise. Future learning: exploring colours and textures</p> <p>Intent: To draw a magnified natural image Implementation: explore natural area with magnifying glasses. What happens to the image? Take a photo of the close up image and model drawing with detail? Use a pencil. Children choose a natural item they would like to draw. Future learning: investigate materials.</p>	<p>Lesson 1: Builds on: EYFS: repeating patterns Intent: L.O: To explore the artistic style of Andy Goldsworthy Implementation: Begin the lesson by showing the children pictures of Andy Goldsworthy's nature art installations or videos of his works in the forest. Discuss with the children what they observe in his art, such as the use of natural materials, colours, shapes, and patterns. Nature Walk and Collecting Materials: Take the children on a nature walk in the forest school area. Encourage them to collect a variety of natural materials such as leaves, sticks, stones, flowers, and anything else they find interesting. Discuss the importance of respectful gathering and not harming living plants or animals. Gather the children at a designated area with their collected materials and distribute large paper. Explain that they will create their own nature art using the found items, inspired by Andy Goldsworthy's work. Allow the children to arrange the materials on their paper to create their art pieces. Future learning: create own natural paint pigments</p>	<p>Lesson 1: Builds on: Yr 1- exploring different colours and what camouflage means Intent: L.O: To create watercolour paints from plants in the outdoor area. Implementation: page 172- recap magic colours and what they mix into. Make natural pigments by finding different colour objects outside and then bashing them with a pestle and mortar and adding water to make a paint. Once create use colours to paint a picture. Create own paintbrushes- whittle a stick at one end and find natural items like feather and leaves for the brush. Wrap string around and tie with a simple knot. Future learning: using shapes from nature to explore colour, pattern and line.</p> <p>Lesson 2- Builds on: creating natural paints Intent: I can create a drawing based on lines and patterns. Implementation: page 175 children collect and draw around a selection of leaves. Go over pencil lines with a black marker pen. Children will leaves in with different lines and colours. Can the children name some of the leaves and which tree/plant they came from? Use ID sheets to help. Future learning:</p>

<p>Nature bracelets/bark rubbings</p> <p>Lesson - Builds on: Intent: Implementation: Future learning:</p> <p>Lesson - Builds on: Intent: Implementation: Future learning:</p>		
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EYFS- Expressive art and design	YEAR 1 DT	YEAR 2- DT
<p>Lesson 1: Builds on: life skills lessons Intent: L.O: make fruit kebabs Implementation: Look at fruit combinations. Using life skills (knife) cut up a range of different fruits and carefully put the on a stick. Could you create a repeating pattern? Future learning: healthy fruit smoothie</p> <p>Lesson 2: Builds on: Fine motor control Intent: L.O: I can use a palm drill Implementation: use palm drill- create a starter hole and children learn technique- push and twist. Future learning: create a simple decoration</p>	<p>Lesson 1: (taught in class) Builds on: EYFS: fruit kebabs Intent: L.O: to make a fruit smoothie Implementation: Follow DT healthy smoothie lesson plan Future learning: healthy packed lunch</p> <p>Lesson 2 Builds on: EYFS- using hand drills Intent: L.O: I can create a decoration Implementation: Gather the children in a designated outdoor space and introduce the palm drill. Explain that a palm drill is a safe and child-friendly tool used to make holes in wood.</p>	<p>Combine</p> <p>Lesson 1: (taught in class) Builds on: Year 1 healthy smoothies Intent: L.O: To make a wrap for a healthy lunch Implementation: Follow DT healthy wrap lesson plan. Future learning: What healthy snacks would you pack?</p> <p>Lesson 2 Builds on: learning about habitats Intent: L.O: I can create a simple structure Implementation: Gather the children in a designated outdoor area and introduce the concept of insect habitats. Discuss the importance of providing shelter for insects and other small creatures in the forest school environment.</p>

<p>Lesson 3: Builds on: using knives and fine motor control Intent: I can use a tool with more control Implementation: using a peeler to peel bark off a stick-see individual plan Future learning: using tools more independently.</p>	<p>Emphasise the importance of listening to instructions and using the tool carefully. Show the children how to hold and use the palm drill properly, using slow and controlled movements. Demonstrate how to drill a hole in a wooden disc, ensuring the children pay close attention to the process. Divide the children into small groups and supervise them closely as they take turns using the palm drill to create holes in their wooden discs. Remind them to keep their fingers away from the drill bit and to focus on a slow, steady drilling motion.</p> <p>Future learning: Year 2- create a habitat for an insect or bird</p>	<p>Explain that they will be creating insect habitats using logs and hand drills. Take the children on a walk around the forest school area to find suitable logs for the project. Encourage them to observe the different shapes and sizes of logs and discuss which ones might be ideal for insects to inhabit.</p> <p>Instruct them to carefully drill holes into the logs, creating a variety of sizes and depths to accommodate different insects. Remind the children to work safely and responsibly with the hand drills. After drilling, provide brushes for the children to gently remove wood shavings from the holes. Encourage them to observe the holes and discuss what kinds of insects might find them suitable for shelter. Gather the children back together and recap the key points of the lesson: creating insect habitats</p> <p>Future learning: using tool with more control and independence.</p> <p>Lesson 3- Builds on: using a palm drill with control and independence Intent: I can safely use a saw Implementation: Discuss the importance of providing nesting spaces for birds to raise their young in the forest school environment. Explain that they will be building bird boxes using wooden boards, saws, hammers, and nails. Safety Instructions: Explain and demonstrate the safe and proper use of saws, hammers, and nails.</p> <p>Provide each child with a pre-cut wooden board for the bird box. Instruct them to measure and mark the required cuts for the entrance hole and other parts of the bird box. Demonstrate how to use the saw safely and assist the children as needed. Instruct the children on how to assemble the pieces using nails and hammers.</p>
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		<p>Assist them in attaching the sides, base, and roof of the bird box securely. Optional: Use sandpaper to smooth any rough edges. (Small groups) Gather the children back together and recap the key points of the lesson: building a bird box using saws, hammers, and nails. Emphasizes the importance of providing nesting spaces for birds and supporting local bird populations.</p> <p>Note: To ensure safety during the sawing and hammering activities, adult supervision and guidance are essential.</p> <p>Future learning: consider other ways to look after nature.</p>
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EYFS- Sustainability	YEAR 1 sustainability	YEAR 2 sustainability
<p>Lesson 1: Builds on: Intent: L.O: I can discover who Greta Thunberg is Implementation: What has she done to help our planet? Discuss her age and what she has achieved. What could we do around our school to help and act like Greta Thunberg? Future learning: <u>reduce, reuse, recycling</u></p> <p>Lesson 2 Builds on: Ways we can help our planet Intent: I can create food for creatures in our school habitat Implementation: Discuss what creatures you can see in the environment. How could we look after these creatures? What do you think they eat? Talk about the</p>	<p>Lesson 1: Builds on: Children learning about Greta Thunberg Intent: I can explain ways to support our school environment Implementation: Introduce the idea of sustainability and explain that using recycled materials, such as newspaper. Show the children how to fold and shape the newspaper sheets into plant pots, leaving a small opening at the top. Help the children create their own newspaper plant pots, ensuring they are secure and stable. Provide each child with their newspaper plant pot, potting soil or compost, and seeds or seedlings. Demonstrate how to use the trowels properly to</p>	<p>Lesson 1: Builds on: learning emergency number Intent: L.O: I can learn how I can keep myself safe by memorising important information. Implementation: Discuss the importance of knowing their own address and home emergency number to get help quickly. Display their home emergency number on a poster or visual aid. Encourage the children to repeat their address and emergency number several times to help them memorise it. Set up a role-play station with a toy phone, notepad, and pencil. Explain the steps to make an emergency call and what to say during the call (e.g., name, address, the nature of the emergency). Divide the children into pairs or small groups to practice making emergency calls to a pretend operator. Gather</p>

<p>process of making a bird feeder. Fat, pine cones, seeds and string. Allow children to make pine cone feeders and hang in the outdoors. See full lesson plan.</p> <p>Future Learning:</p> <p>Lesson 3 Builds on: Ways we can help the animals in our school Intent: I can look after my school environment Implementation: Litter pick around the school. What could happen if we left the rubbish here? Future Learning: planting seeds</p> <p>Lesson 4 Builds on: Keeping our school clean Intent: I can plant seeds and watch them grow. Implementation: Seed planting- see individual plan Future Learning: <u>other ways to improve our outdoor spaces</u></p> <p><u>Six Station PE circuit</u></p>	<p>transfer the soil and plant the seeds or seedlings in their newspaper pots. Instruct the children on how to water their planted seeds or seedlings gently using watering cans or bottles. Discuss the importance of providing adequate water for the plants to grow and the significance of conserving water.</p> <p>Future learning: <u>consider ways to improve the school</u></p> <p>ADDITIONAL IDEAS TO ADD TO LESSONS: School litter picks and tidies Weeding and pruning/de-heading plants</p>	<p>the children back together and encourage them to share their experiences during the role-play activity. Provide each child with a blank card or piece of paper and coloured pencils or crayons. Instruct them to create their own emergency reminder cards with their name, address, and emergency number. Encourage them to decorate the cards to make them easily recognisable.</p> <p>Future learning: <u>retrieval learning</u></p> <p>Lesson 2 Builds on: reusing and recycling Intent: I can increase the schools biodiversity Implementation: Gather the children in a designated outdoor area and introduce the concept of seed bombs and plant diversity. Discuss the importance of supporting mini beasts by providing them with food sources and the role of plant diversity in the ecosystem. Show the children a selection of native wildflower seeds they will use to make the seed bombs. Divide the children into small groups and provide each group with a large mixing bowl. Instruct them to mix together the native wildflower seeds, compost or potting soil, and water. Optionally, add a small amount of clay to help the seed bombs hold their shape. Show the children how to form seed bomb balls from the mixture. Encourage them to use their hands to roll and shape the mixture into compact seed bombs. Provide a drying area for the seed bombs to firm up while other activities are conducted. Take the children to various areas in the forest school environment, ensuring the places have suitable conditions for growing wildflowers.</p>
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		<p>Instruct the children to carefully scatter and plant the seed bombs in these locations. Discuss how the seed bombs they made will support mini beasts and contribute to plant diversity. Emphasise the impact of their actions in fostering a healthy ecosystem.</p> <p>Future learning: growing fruits or vegetable</p> <p>Lesson 3-</p> <p>Builds on: planting</p> <p>Intent: I can take part in growing fruits and vegetables. To understand the process of growing and eating with sustainability.</p> <p>Implementation: Discuss the importance of caring for the environment, conserving resources, and growing our own food in a sustainable way. Show the children a selection of seeds or seedlings of simple fruits and vegetables they will be growing. Divide the children into small groups and provide each group with a planting area in the forest school garden or designated containers. Instruct them to prepare the soil by loosening it with trowels and mixing in compost or potting soil for better growth. Show the children how to plant the seeds or seedlings in their designated areas or containers. Encourage them to work together and take turns planting their chosen fruits and vegetables. Use garden markers or sticks to label the plants with their names. Explain to the children the basics of plant care, such as watering, weeding, and observing plant growth. Instruct them to take turns watering the plants with watering cans and to check for any signs of pests or weeds.</p> <p>Future learning: caring for fruits and vegetables</p>
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