

Outdoor Learning Long Term Plan - Helmingham

<p>Blue box: Black = Nursery, EYFS Blue = KS1</p> <p>Green box: Black = LKS2 Blue = UKS2</p>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><u>Engineering and Building</u></p>	<ul style="list-style-type: none"> • I can work in a team to build a shelter and animal home • I can tie a basic knot • I can carry sticks safely • I can build a safe tower out of sticks • I can demonstrate different knots e.g. a half knot, a clove hitch knot, a reef (square) knot, overhand knot 	<ul style="list-style-type: none"> • I can work in a team to build a shelter and animal home • I can tie a basic knot • I can carry sticks safely • I can build an A frame shelter • I can demonstrate different knots e.g. a half knot, a clove hitch knot, a reef (square) knot, overhand knot 	<ul style="list-style-type: none"> • I can work in a team to build a shelter and animal home • I can tie a basic knot • I can carry sticks safely • I can demonstrate different knots e.g. a half knot, a clove hitch knot, a reef (square) knot, overhand knot
	<ul style="list-style-type: none"> • I can co-operate and communicate clearly in team games • I can work in a team during wide games and scavenger hunts • I can build trust with my peers through games • I can make and play woodland versions of common games (e.g. Aunt Sally, pick up sticks, quoits, miniature archery, noughts and crosses) 	<ul style="list-style-type: none"> • I can co-operate and communicate clearly in team games • I can work in a team during wide games and scavenger hunts • I can build trust with my peers through games • I can make a miniature shelter using natural materials • I can work in a team to make a shelter using tarpaulin, sticks and string 	<ul style="list-style-type: none"> • I can co-operate and communicate clearly in team games • I can work in a team during wide games and scavenger hunts • I can build trust with my peers through games • I can make a simple teepee • I can make constructions for different purposes e.g. rafts, animal bridges, stick towers,

	<ul style="list-style-type: none"> • I can make constructions for different purposes e.g. rafts, animal bridges, stick towers, outdoor orchestra, sundials, water traps • I can explain what humans need to survive – shelter/fire/food • I can demonstrate different knots e.g. cow hitch, half knot, clove hitch, reef (square) knot, overhand knot, shelter hitch • I can lash sticks together to make a quadrant e.g. weaving frame • I can tie suitable knots for different purposes and explain the use 	<ul style="list-style-type: none"> • I can experiment with different shelter designs and test for stability • I can make a shelter using knots for attaching to structure e.g. trees • I can build a shelter and set up camp using natural materials • I can make constructions for different purposes e.g. rafts, animal bridges, stick towers, outdoor orchestra, sundials, water traps • I can explain what humans need to survive – shelter/fire/food • I can demonstrate different knots e.g. cow hitch, half knot, clove hitch, reef (square) knot, overhand knot, shelter hitch • I can tie suitable knots for different purposes and explain the use 	<p>outdoor orchestra, sundials, water traps</p> <ul style="list-style-type: none"> • I can explain what humans need to survive – shelter/fire/food • I can work with others to research and obtain survival essentials • I can demonstrate different knots e.g. cow hitch, half knot, clove hitch, reef (square) knot, overhand knot, shelter hitch • I can tie suitable knots for different purposes and explain the use
Tool use	<ul style="list-style-type: none"> • I can whittle using age-appropriate tools – peeler for different purposes • I can strip bark off wood using a whittling knife, following safety procedures • I can use a peeler to peel vegetables • I can independently saw wood with a partner 	<ul style="list-style-type: none"> • I can be independent cutting string • I can place tools in a safe position when not in use • I can use a palm drill 	<ul style="list-style-type: none"> • I can place tools in a safe position when not in use

	<ul style="list-style-type: none"> • I can use a bow saw to cut a disc of wood/wood cookies • I can hammer safely • I can place tools in a safe position when not in use 		
	<ul style="list-style-type: none"> • I can whittle a stick with more skill to create shapes • I can use a variety of tools independently and safely e.g. secateurs, palm drill, hand saw, bow saw, loppers, hammer • I can set up a safe tool area, pass, store and use tools independently • I can split wood using a hatchet and mallet • I can make a tool using taught techniques (e.g. whittle a tent peg using a stop cut, mallet, spoon, knife etc.) • I can begin to help clean and maintain the tools 	<ul style="list-style-type: none"> • I can use a variety of tools independently and safely e.g. secateurs, palm drill, hand saw, bow saw, loppers, hammer • I can set up a safe tool area, pass, store and use tools independently • I can begin to help clean and maintain the tools 	<ul style="list-style-type: none"> • I can use a variety of tools independently and safely e.g. secateurs, palm drill, hand saw, bow saw, loppers, hammer • I can set up a safe tool area, pass, store and use tools independently • I can begin to help clean and maintain the tools
<p><u>Fire Skills, Safety and Cooking</u></p>	<ul style="list-style-type: none"> • I can be safe around a fire and understand why we need to be safe • I can explain the fire triangle • I can toast a marshmallow on a stick • I can cook on an open fire with appropriate supervision • I can contribute to making soup 	<ul style="list-style-type: none"> • I can be safe around a fire and understand why we need to be safe • I can explain the fire triangle • I can make sparks with a fire steel • I can cook on an open fire with appropriate supervision • I can toast simple food items following safety procedures 	<ul style="list-style-type: none"> • I can be safe around a fire and understand why we need to be safe • I can explain the fire triangle • I can cook on an open fire with appropriate supervision • I can cook a simple snack e.g. pancakes/damper/toast/orange skin muffins

	<ul style="list-style-type: none"> • I can be safe around a fire and explain the fire circle • I can light a fire with a fire steel and keep it going • I can chop or grate to help prepare food to cook e.g. vegetable soup • I can cook on an open fire with appropriate supervision • I can boil water in a kettle e.g. to make hot chocolate • I can find and identify safe wild food and understand the rules for safe foraging <p>Ideas: baked apples/bananas or toast/French bread pizzas, pancake, damper bread and cook on a stick, hotdogs, roast chestnuts/potatoes/popcorn</p>	<ul style="list-style-type: none"> • I can be safe around a fire and explain the fire circle • I can light a fire with a fire steel and keep it going • I can chop or grate to help prepare food to cook e.g. vegetable soup • I can cook on an open fire with appropriate supervision 	<ul style="list-style-type: none"> • I can be safe around a fire and explain the fire circle • I can light a fire with a fire steel and keep it going • I can chop or grate to help prepare food to cook e.g. vegetable soup • I can cook on an open fire with appropriate supervision • I can light a fire using charcloth and tend to it • I can create an ideal structure to start a fire • I can extinguish a fire safely • I can collect, store and purify water
<p><u>Science, Nature and Environment, including Sustainability</u></p>	<ul style="list-style-type: none"> • I can explore the natural world around me, using my senses • I can name sounds that I hear • I can understand that some plants may be poisonous and follow the ‘No pick, No lick’ rule • I can make observations and draw pictures of animals and plants • I can name animals in the environment and group them - classification 	<ul style="list-style-type: none"> • I can explore the natural world around me, using my senses • I can name sounds that I hear • I can understand that some plants may be poisonous and follow the ‘No pick, No lick’ rule • I can make observations and draw pictures of animals and plants • I can name animals in the environment and group them - classification 	<ul style="list-style-type: none"> • I can explore the natural world around me, using my senses • I can name sounds that I hear • I can understand that some plants may be poisonous and follow the ‘No pick, No lick’ rule • I can make observations and draw pictures of animals and plants • I can name animals in the environment and group them - classification

	<ul style="list-style-type: none"> • I know some similarities and differences between the natural world around me and contrasting environments • I can draw on my experiences and what has been read in class • I can understand some important processes and changes in the natural world, including the seasons and changing states of matter • I can identify some deciduous and evergreen trees, including trees in our grounds using a simple ID guide • I can describe the plant structure, including trees – leaves, branches, trunk, bark • I can sketch trees and plants • I can identify and name a variety of common animals from amphibians to mammals • I know what I need to survive (water, food, air) • I can talk about how being outside makes me feel and describe the benefits of being outside 	<ul style="list-style-type: none"> • I know some similarities and differences between the natural world around me and contrasting environments • I can draw on my experiences and what has been read in class • I can understand some important processes and changes in the natural world, including the seasons and changing states of matter • I can observe and describe how seeds and bulbs grow • I can identify and name a variety of common animals from amphibians to mammals • I know what I need to survive (water, food, air) • I can talk about how being outside makes me feel and describe the benefits of being outside 	<ul style="list-style-type: none"> • I know some similarities and differences between the natural world around me and contrasting environments • I can draw on my experiences and what has been read in class • I can understand some important processes and changes in the natural world, including the seasons and changing states of matter • I can identify and name a variety of wild and garden plants, including flowering and non-flowering • I can identify and name a variety of common animals from amphibians to mammals • I understand the importance of worms in our ecosystem • I understand how natural objects can create colour and be used as a dye • I know what I need to survive (water, food, air) • I can talk about how being outside makes me feel and describe the benefits of being outside
	<ul style="list-style-type: none"> • I can name some common trees • I can sketch a variety of wildlife (plants and animals) 	<ul style="list-style-type: none"> • I can create a wildlife home (bug hotel/hedgehog house) • I can name a range of common garden birds and talk about 	<ul style="list-style-type: none"> • I know that soils are made from rocks and organic matter • I can classify objects according to my own criteria

	<ul style="list-style-type: none"> • I can match tracks and other signs to animals • I can explain the beneficial effects of being outdoors on the body • I can explain why wearing appropriate clothing is important • I understand how I can use the natural environment to live sustainably • I can recognise pollution indicators in different habitats • I can use and create a key to identify trees and animal tracking signs • I know how to age a tree using trigonometry • I can identify different animal groups and describe their habitats 	<p>their features and the sounds they make</p> <ul style="list-style-type: none"> • I can carry out fieldwork – classifying and surveying animals • I can sketch a variety of wildlife (plants and animals) • I can explain the beneficial effects of being outdoors on the body • I can explain why wearing appropriate clothing is important • I understand how I can use the natural environment to live sustainably 	<ul style="list-style-type: none"> • I can name animals in the environment and classify them • I can carry out fieldwork – classifying and surveying animals • I can sketch a variety of wildlife (plants and animals) • I can explain the beneficial effects of being outdoors on the body • I can explain why wearing appropriate clothing is important • I understand how I can use the natural environment to live sustainably • I can survey an area and record statistics
<p><u>Problem-solving and Teamwork</u></p>	<ul style="list-style-type: none"> • I can work in a team • I can play team games • I can think about how to solve problems before asking a grown-up for help • I can communicate my ideas to adults and other children 	<ul style="list-style-type: none"> • I can work in a team • I can play team games • I can think about how to solve problems before asking a grown-up for help • I can communicate my ideas to adults and other children 	<ul style="list-style-type: none"> • I can work in a team • I can play team games • I can think about how to solve problems before asking a grown-up for help • I can communicate my ideas to adults and other children
	<ul style="list-style-type: none"> • I can co-operate and communicate clearly in team games • I can build trust with my peers through games 	<ul style="list-style-type: none"> • I can co-operate and communicate clearly in team games • I can build trust with my peers through games 	<ul style="list-style-type: none"> • I can co-operate and communicate clearly in team games • I can build trust with my peers through games

	<ul style="list-style-type: none"> • I can lead a team and work in a team during wide games and scavenger hunts 	<ul style="list-style-type: none"> • I can lead a team and work in a team during wide games and scavenger hunts 	<ul style="list-style-type: none"> • I can lead a team and work in a team during wide games and scavenger hunts
<u>Navigation and Geography</u>	<ul style="list-style-type: none"> • I can experiment with different ways of moving • I can jump off an object and land appropriately • I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • I can travel with confidence and skill around, under, over and through balancing and climbing equipment • I know how to travel safely on rough ground 	<ul style="list-style-type: none"> • I can experiment with different ways of moving • I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • I know how to travel safely on rough ground • I can draw a simple map • I can understand simple compass directions 	<ul style="list-style-type: none"> • I can experiment with different ways of moving • I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • I know how to travel safely on rough ground
	<ul style="list-style-type: none"> • I can describe my flexibility, strength, control and balance when participating in outdoor activities • I can read a map and follow a course • I can follow and make trails • I can interpret a map • I can navigate using natural indicators • I can challenge myself whilst behaving safely 	<ul style="list-style-type: none"> • I can describe my flexibility, strength, control and balance when participating in outdoor activities • I am beginning to know 8 points on a compass • I can describe which skills I use when orienteering • I can research and test different ways to find north • I can navigate using a map and compass (orienteering) 	<ul style="list-style-type: none"> • I can describe my flexibility, strength, control and balance when participating in outdoor activities • I can challenge myself whilst behaving safely

		<ul style="list-style-type: none"> I can challenge myself whilst behaving safely 	
Creativity	<ul style="list-style-type: none"> I can use natural materials to create artwork I can talk about (transient art) I can create in the mud kitchen I can make clay I can choose shapes in nature and use them to inspire my artwork I can create nature rubbings (leaf/bark) I can create a natural picture frame and discuss the properties of the natural materials that I have used (flexible or non-flexible) I can weave using sticks and wool to create God's Eye art I can paint using found resources 	<ul style="list-style-type: none"> I can use natural materials to create artwork I can talk about (transient art) I can create in the mud kitchen I can make a stick person 	<ul style="list-style-type: none"> I can use natural materials to create artwork I can talk about (transient art) I can create in the mud kitchen
	<ul style="list-style-type: none"> I can use natural materials to be creative I can lash sticks together to make a weaving frame I can make clay and make clay animals I can choose shapes in nature and use them to inspire my artwork I can plan, make and create a decoration 	<ul style="list-style-type: none"> I can use natural materials to be creative I can create a tree character and describe them I can choose shapes in nature and use them to inspire my artwork 	<ul style="list-style-type: none"> I can use natural materials to be creative I can choose shapes in nature and use them to inspire my artwork I understand how natural objects can create colour and be used as a dye I can print using natural materials