

SUBJECT:	Outdoor Learning	YEAR GROUP:	5
PURPOSE OF STUDY			
Outdoor learning offers opportunities for holistic growth through supporting play, exploration and risk taking. It develops confidence and self-esteem through hands on experiences in a natural setting. it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks while making a meaningful connection to the world. The links to forest school and cross curricular links allow pupils to expand on their abilities by solving real-world issues, building self-belief and resilience. It takes on aspects of Forest School which goes back to open air culture, seen as a way of life in Scandinavia where forest school began.			
THE NATIONAL CURRICULUM FOR OUTDOOR LEARNING AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<ul style="list-style-type: none">Aims outlined by the Forest School Association, which link to content covered in Outdoor learning are as follows:Foster a relationship with nature through regular personal experiences to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider communityUse natural resources for inspiration, to enable ideas and to encourage intrinsic motivationHave access to a space and environment in which to explore and discover.Link experiences to home, work and /or school educationTo develop, where appropriate, the physical, social, cognitive, linguistic, emotional and spiritual aspects of the learner.Uses tools safely where deemed appropriate to the learners.Access learning that is responsive to the needs and interests of pupils.Play and choice are an integral part of the outdoor learning process.		Art – sketching and religious art DT – designing and making product Maths – shapes Science – Plants Geography – local area English – Links to class book History – Links to events and why we celebrate them Geography – Understanding of local environment. P.E - outdoor challenges and orienteering Geography – map reading and orienteering. PE – Team challenges RSHE – Difficulties faced by others	
TOPICS COVERED:			
<ul style="list-style-type: none">The local environmentMaking products using natural resourcesOutdoor Adventure challenges			

INTENT OF SUBJECT:

- Pupils will respect the local outdoor environment.
- Pupils will select and use natural resources to create a range of products.
- Pupils will develop teamwork and communication skills.
- Pupils will appreciate and respect their local environment.
- Pupils will develop skills to create a range of products using natural resources.
- Pupils will develop skills to design, make and evaluate product based on a given brief.
- Responsibility– from caring for plants
- Understanding– as they learn about cause and effect (for example, plants die without water, weeds compete with plants)
- Self-confidence – from achieving their goals and enjoying the food they have grown
- Love of nature – a chance to learn about the outdoor environment in a safe and pleasant place
- Outdoor Adventurous: use, interpret, maps, logically think activities, choose, apply strategies, discuss, work, demonstrate.
- To be able to work effectively as part of a group.
- To be able to develop strategizing skills.
- To develop leadership and cooperation skills.
- To develop and use orienteering skills.

SKILLS OVERVIEW BY HALF TERM:	
AUTUMN ONE	AUTUMN TWO
<ul style="list-style-type: none"> To be able to plot where different things are found on a map of the outdoor area. To be able to identify natural resources, selecting appropriate ones to use to create artwork. To be able to explain properties of 2D and 3D shapes and how they could make these using natural resources. To be able to work as part of a team to complete challenges. To appreciate rangoli artwork and use resources appropriately to create own rangoli. To be able to evaluate and give feedback on own and other people's work. To be able to identify some plants and trees from their leaves. 	<ul style="list-style-type: none"> To be able to explain why we have bonfire night. To be able to identify wildlife that live in the local area. To be able to identify habitats in the local area. To be able to create products to support local wildlife including habitats and seed bombs. To be able to use natural resources and the natural environment as inspiration to make products. To be able to evaluate their own and other peoples work based on how well they meet the design brief and the effectiveness of the product. To be able to evaluate what went well and what could be improved on different products that have been made. To be able to explain the importance of recycling and the effects that not recycling products can have on the environment. To be able to select and use resources to make a range of products, explaining their suitability.
SPRING ONE	SPRING TWO
<ul style="list-style-type: none"> To be able to explain the importance of recycling and the effects that not recycling products can have on the environment. To be able to select and use resources to make a range of products, explaining their suitability. To be able to evaluate their own and other peoples work based on how well they meet the design brief and the effectiveness of the product. To be able to evaluate what went well and what could be improved on different products that have been made. To be able to notice details on objects found outside and include these on drawings. 	<ul style="list-style-type: none"> To be able to identify what plants need to be able to grow and the environments that different plants grow in. To be able to grow plants, identifying when seeds should be planted. To be able to select and use resources to make a range of products, explaining their suitability. To be able to evaluate their own and other peoples work based on how well they meet the design brief and the effectiveness of the product. To be able to evaluate what went well and what could be improved on different products that have been made. To be able to identify some wildlife that live in the local area and their habitats.

SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> • I can use maps and diagrams to orientate and travel around a simple course. • I can respond when a task or environment changes and a challenge increases. • I can begin to plan sensible responses to physical challenges or problems. • I can recognise the physical demands made by a task. • I can identify successful aspects of a task. • I can choose and perform skills and strategies effectively. • I can find solutions to problems and challenges independently and in group situations. • I can adapt strategies when necessary and suggest ways to improve. • I can work well in a group/team, where roles and responsibilities are understood. • I can prepare physically and organisationally for challenges, taking safety into account. 	<ul style="list-style-type: none"> • I can use maps and diagrams to orientate and travel around a simple course. • I can respond when a task or environment changes and a challenge increases. • I can begin to plan sensible responses to physical challenges or problems. • I can recognise the physical demands made by a task. • I can identify successful aspects of a task. • I can choose and perform skills and strategies effectively. • I can find solutions to problems and challenges independently and in group situations. • I can adapt strategies when necessary and suggest ways to improve. • I can work well in a group/team, where roles and responsibilities are understood. • I can prepare physically and organisationally for challenges, taking safety into account.