

# **St Barnabas C of E Primary Outdoor Learning Curriculum Intent**

## **Each Child is Uniquely Created and Loved by God**

Our aim at St Barnabas' School is that all children aspire to master a broad range of skills, knowledge and understanding in an outdoor learning environment. Through the implementation of outdoor teaching and learning strategies, the curriculum will be presented in a positive, creative and inspiring manner. Teaching and learning will focus on building confidence and self-esteem in order to create well-rounded, resilient and independent learners. The Outdoor Learning curriculum will encourage pupils to build effective relationships and develop empathy. It will support pupils to regulate their social, emotional, mental, and spiritual wellbeing and promote a positive sense of self. We believe that the effective use of the outdoor learning environment has the capacity to transform negative behaviours into positive ones and afford all pupils with the opportunity to lead and act with agency. Pupils will be encouraged to collaborate and think critically in order to solve problems. The curriculum will also encourage logical thinking, self-reflection and metacognitive abilities. Furthermore, the Outdoor Learning curriculum will challenge pupils to understand, assess and manage risk. By pushing pupils beyond their perceived limits, they will experience the value of endurance, perseverance and resilience. The Outdoor Learning Curriculum is designed to enrich pupils' life experience by providing them with the opportunity to engage with their surroundings and appreciate the beauty of the natural environment. It will also provide pupils with skills, knowledge and understanding that can be applied directly in the classroom and the wider world.

In order to ensure that pupils gain a deep and broad understanding of Outdoor Learning and are able to make meaningful links across the curriculum, we have identified a number of key concepts that will be focussed upon and revisited:

<b>Tools</b>	<b>Creativity and Imagination</b>	<b>Environment</b>	<b>Staying Safe</b>	<b>Adventure</b>	<b>Personal Growth</b>
--------------	-----------------------------------	--------------------	---------------------	------------------	------------------------

## EYFS

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Tools	<p>I can name and recognise simple tools used to manage a natural environment.</p> <p>With support, I can use simple tools in order to manage a natural environment.</p>	<p>As part of the <b><u>Communication and Language</u></b> component of the EYFS framework, pupils will have the opportunity to speak and listen in a range of situations. In EYFS, pupils receive instructions relating to how to use specific tools safely and effectively. Pupils will need to communicate effectively to seek help when required and to receive diagnostic feedback to help them use the tools with greater fluency. As part of the <b><u>Physical Development</u></b> component of EYFS framework, pupils will be challenged to develop their co-ordination, control, and movement and to explore and play with a wide range of media and materials. In EYFS, pupils use and apply this learning to use a range of tools safely and effectively.</p> <p>Pupils will build upon these skills in Yr1 when they learn to use existing skills with greater precisions and for a wider set of purposes.</p>	<p>Names of tools</p> <p>Names of processes</p>
Creativity and Imagination	<p>I can follow instructions to make objects using materials found in the natural environment.</p> <p>I can follow instructions in order to play games that explore the natural environment.</p>	<p>As part of the <b><u>Expressive Arts and Design</u></b> component of the EYFS framework, pupils will have the opportunity to explore and play with a wide range of media and materials. As part of the <b><u>Physical Development</u></b> component of EYFS framework, pupils have the opportunity to be active and interactive; and to develop their co-ordination, control, and movement. They also have the opportunity to make sense of their physical surroundings through exploration and observation.</p> <p>In Year 1, pupils expand upon this experience with a focus on materials found in the natural environment. Pupils will be able to further develop these skills of coordination, control, movement, observation and exploration by playing games that support them to explore their natural environment.</p>	<p>Names of processes required for making objects</p> <p>Vocabulary given to pupils as part of the games they play.</p>
Environment	<p>I understand some ways to care for our immediate environment.</p> <p>I can follow simple rules and procedures designed to minimise human impact on our immediate natural surroundings.</p>	<p>As part of the <b><u>Understanding the World</u></b> component of the EYFS framework, pupils will gain an understanding of the world which involves guiding children to make sense of their physical surroundings.</p> <p>In Yr1, pupils will learn ways to care for their immediate natural environment and follow rules to put these principles into practise.</p>	<p>Vocabulary required for looking after natural environment</p>

Staying Safe	<p>I can recognise some hazards and their associated risks.</p> <p>I can follow rules and procedures designed to keep me safe.</p>	<p>As part of the <b><u>Personal Social and Emotional Development</u></b> component of the EYFS framework pupils will be taught to explain the reason for rules and behave accordingly. As part of the <b><u>Understanding the World</u></b> component of the EYFS framework pupils will be guided to make sense of their physical world through exploration.</p> <p>In Yr1 pupils will be encouraged to continue to develop skills of exploration and enquiry. They will also be taught how to recognise a range of potential hazards and stay safe.</p>	Vocab related to hazard detection and safety rules
Adventure	<p>I can walk safely as a group to an offsite location.</p>	<p>As part of the <b><u>Personal Social and Emotional</u></b> Development component of the EYFS framework pupils will be taught to explain the reason for rules and behave accordingly. As part of the <b><u>Understanding the World</u></b> component of the EYFS framework pupils will be guided to make sense of their physical world through exploration. Pupils will be taught how to safely move as a group to an offsite location in order to facilitate this exploration.</p> <p>Pupils will build upon these skills in Yr1.</p>	Vocab relating to moving safely to an offsite location.
Personal Growth	<p>I can use specific words to describe how I feel.</p> <p>I can talk about how taking exercise, eating healthily and getting fresh air can make me feel better.</p>	<p>As part of the <b><u>Personal, Social and Emotional Development</u></b> component of the EYFS curriculum pupils will be supported to manage their emotions and develop a positive sense of self. As part of the <b><u>Physical Development</u></b> component of EYFS framework pupils focus on developing healthy bodies and social and emotional well-being.</p> <p>In Yr1 pupils focus on emotions and the importance of taking exercise and spending time outside.</p>	Vocab relating to individual emotions.

## Year 1

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Tools	<p>I can name and recognise simple tools used to manage a natural environment.</p> <p>With support, I can use simple tools in order to manage a natural environment.</p>	<p>As part of the Communication and Language component of the EYFS framework, pupils have already learned to speak and listen in a range of situations. In Yr1, pupils receive instructions relating to how to use specific tools safely and effectively. Pupils will need to communicate effectively to seek help when required and to receive diagnostic feedback to help them use the tools with greater fluency. As part of the Physical Development component of EYFS framework, pupils are challenged to develop their co-ordination, control, and movement and to explore and play with a wide range of media and materials. In Yr1, pupils use and apply this learning to use a range of tools safely and effectively. Pupils will build upon these skills in Yr2 when they learn to use existing skills with greater precisions and for a wider set of purposes. In Yr3 pupils will also learn to use a wider range of tools.</p> <p><u>In Yr1, links can be made with the Design and the Arts Curriculum in which pupils will be taught to use clay and/or objects from the natural environment to create sculptural forms. Pupils can use tools they have learned to use to manage the natural environment to gather and/or modify the natural objects to create their desired sculptural forms.</u></p> <p><u>Further cross curricular links can be made to the Sports, Exercise and Health curriculum in which pupils are taught to use equipment safely.</u></p>	<p>Names of tools</p> <p>Names of processes</p>
Creativity and Imagination	<p>I can follow instructions to make objects using materials found in the natural environment.</p> <p>I can follow instructions in order to play games that explore the natural environment.</p>	<p>As part of the Expressive arts and Design component of the EYFS framework, pupils had the opportunity to explore and play with a wide range of media and materials. In Yr1, pupils expand upon this experience with a focus on materials found in the natural environment. As part of the Physical Development component of EYFS framework, pupils had the opportunity to be active and interactive; and to develop their co-ordination, control, and movement. They also had the opportunity to make sense of their physical surroundings through exploration and observation. In Year 1 pupils will be able to further develop these skills of coordination, control, movement, observation and exploration by playing games that support them to explore their natural environment. Pupils will build upon these skills in Yr2 when they make objects which are more complex in construction and learn to adapt and modify their games to suit the environment and the group.</p>	<p>Names of processes required for making objects</p> <p>Vocabulary given to pupils as part of the games they play.</p>

		<p><u>In Yr1, links can be made with the Design and the Arts curriculum, in which pupils will be taught to using clay and/or objects from the natural environment to create sculptural forms.</u></p> <p><u>Further links can be made with the Sports, Exercise and Health curriculum in which pupils are taught to move their bodies with precision and purpose. Pupils can use and apply these skills to play games which explore the natural environment.</u></p> <p><u>Further links across the curriculum can be made to the English and Communication Curriculum in which children are taught to read, interpret, follow and write pieces of instructional writing.</u></p>	
Environment	<p>I understand some ways to care for our immediate environment.</p> <p>I can follow simple rules and procedures designed to minimise human impact on our immediate natural surroundings.</p>	<p>As part of the Understanding the World component of the EYFS framework, pupils gained an understanding of the world which involved guiding children to make sense of their physical surroundings. In Yr1, pupils can learn ways to care for their immediate natural environment and follow rules to put these principles into practise. Pupils will build upon these skills in Yr2 when they begin to generate their own rules for protecting their immediate natural environment.</p> <p><u>In Yr1, cross curricular links can be made with the Science and Computing curriculum in which pupils identify and name a variety of common animals and plants. Pupils can use and apply this understanding to better understand their own immediate environment and learn how to care for it.</u></p>	Vocabulary required for looking after natural environment
Staying Safe	<p>I recognising hazards and their associated risks.</p> <p>I can follow rules and procedures designed to keep me safe.</p>	<p>As part of the Understanding the World component of the EYFS framework pupils are guided to make sense of their physical world through exploration. In Yr1 pupils will be encouraged to continue to develop skills of exploration and enquiry. However, they will also be taught how to recognise potential hazards and stay safe. Pupils will build upon these skills in Yr2 by learning to manage risks and make informed decisions relating to their actions. They also begin to generate their own rules for staying safe.</p> <p><u>In Yr1, cross curricular links can be made with the Sports, Exercise and Health curriculum in which pupils are taught to move safely in a space.</u></p>	Vocab related to hazard detection and safety rules

Adventure	I can walk safely as a group to an offsite location.	As part of the Understanding the World component of the EYFS framework pupils are guided to make sense of their physical world through exploration. In Yr1, pupils will be taught how to safely move as a group to an offsite location in order to facilitate this exploration. Pupils will build upon these skills in Yr2 by learning how to lead a group and deliver clear instructions to those who are following.	Vocab relating to moving safely to an offsite location.
Personal Growth	<p>I can talk about my emotions and understand when those emotions are helpful.</p> <p>I can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings</p>	<p>As part of the Personal, Social and Emotional Development component of the EYFS curriculum pupils have been supported to manage emotions and develop a positive sense of self. In Yr1 pupils focus on emotions and the importance of taking exercise and spending time outside. Pupils build upon this understanding in Yr2 when they identify specific strategies that are effective in managing their emotions.</p> <p><u>In Yr1, cross curricular links can be made with the Sports, Exercise and Health Curriculum in which pupils talk about how their body feels during an activity and name and talk about different kinds of exercise. Pupils also follow a series of single step instructions to prepare a healthy snack.</u></p> <p><u>Further cross curricular links can be made with the Wellbeing Curriculum in which pupils talk about their emotions and understand when those emotions are helpful. Pupils also talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings</u></p>	Vocab relating to individual emotions.

## Year 2

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Tools	<p>I can name, recognise and explain the function of simple tools used to manage a natural environment.</p> <p>With support, I can use simple tools in order to manage a natural environment.</p>	<p>In Yr1, pupils learned to name and recognise simple tools used to manage their natural environment. They also received instructions relating to how to use specific tools safely and effectively. Pupils will build upon these skills in Yr2 when they learn to explain the function of these tools and use existing skills with greater precisions and for a wider set of purposes. They also learn to use a wider range of tools. Pupils will build upon these skills in Yr3 when they learn to use these tools with greater independence and learn how to safely access and store these tools.</p> <p><u>In Yr2, cross curricular links can be made with the Design and the Arts Curriculum in which pupils will be taught to use clay and/or objects from the natural environment to create sculptural forms. Pupils can use tools they have learned to use to manage the natural environment to gather and/or modify the natural objects to create their desired sculptural forms. Further links can be made with the Design and the Arts Curriculum in which pupils experience using different art materials, including charcoal. In Yr2, pupils can collect the raw material, use tools to whittle them down, light a fire and make their own charcoal. They can then use their homemade charcoal to create pieces of art.</u></p>	<p>Functions of tools used in Yr1</p> <p>Technical vocab for using with increased precision</p> <p>Additional tools that are introduced in Yr2</p>
Creativity and Imagination	<p>I can make objects using materials found in the natural environment.</p> <p>I can modify games that explore the natural environment to suit the environment and group.</p>	<p>In Yr1, pupils followed instructions to make objects using materials found in the natural environment. They also played games that supported them to explore their natural environment. Pupils will build upon these skills in Yr2 when they make objects which are more complex in construction and learn to adapt and modify their games to suit the environment and the group. Pupils will build upon these skills in Yr3 when they begin to make autonomous choices about what they make and begin to create their own games designed to explore their natural environment.</p> <p><u>In Yr2, cross curricular links can be made with the Sport, Exercise and Health Curriculum in which pupils are taught to decide the best space to be in during a game, how to use a tactic in a game and how to follow the rules of a game. Pupils can use and apply this understanding when creating and modifying their own outdoor games.</u></p>	<p>Additional processes required for more complex objects</p> <p>Vocab relating to adaptation and modification of games.</p>

<b>Environment</b>	<p>I understand ways to care for our immediate environment.</p> <p>I can generate simple rules and procedures designed to minimise human impact on our immediate natural surroundings.</p>	<p>In Yr1, pupils learn ways to care for their immediate natural environment and follow rules to put these principles into practise. In Yr2, pupils expand upon this understanding and begin to generate their own rules for protecting their immediate natural environment. Pupils can build upon this understanding in Yr3 when they become more proactive in protecting their immediate environment and learn to make connections relating to how these principles can be applied to the wider natural environment.</p> <p><u>In Yr2, links can be made with Time and Place Curriculum in which pupils are taught to compare the human and physical geography of a small area of the United Kingdom. Pupils will be able to use and apply the understanding they gained from exploring their immediate natural surrounds to support them to make such comparisons.</u></p> <p><u>Further, cross curricular links can be made with the Science and Computing curriculum in which pupils explore the requirements of plants for life and growth, describe how plants are suited to meet the demands of their habitat and about food chains/interdependence. Pupils can use and apply this understanding to better understand their own immediate environment and learn how to care for it.</u></p>	<p>Additional Vocabulary required for looking after immediate natural environment</p>
<b>Staying Safe</b>	<p>I can recognise potential hazards and take managed risks.</p> <p>I can generate rules and procedures designed to keep me safe.</p>	<p>In Yr1 pupils are encouraged to develop skills of exploration and enquiry with a focus on recognising potential hazards and staying safe. In Yr2, pupils learn to manage risks and make informed decisions relating to their actions. They also begin to generate their own rules for staying safe. Pupils can build upon this understanding in Yr3 when they learn to independently identify hazards and manage risk and begin to put in place and implement their own safety measures.</p>	<p>Vocab relating to risk management</p>



Adventure	<p>I can lead a group to an offsite location.</p> <p>I can give clear directions to those following me.</p>	<p>In Yr1, pupils are taught how to safely move as a group to an offsite location in order to facilitate this exploration. In Yr2, pupils learn how to lead a group and deliver clear instructions to those who are following. Pupils can build upon this understanding in Yr3 when they learn how to accurately follow a map, use clues to follow a route, and learn to follow a route safely.</p> <p><u>In Yr2, links can be made to the English and Communication Curriculum in which instruction sentences are a key skill taught to Yr2 writers.</u></p> <p><u>Further links can be made to the Maths Curriculum in which pupils are taught to deliver and interpret pieces of directional vocabulary.</u></p> <p><u>Further links can be made to the Time and Place Curriculum in which pupils are taught to devise a simple map. Such maps can be used to help lead groups to offsite locations.</u></p>	<p>Vocab relating to leading a group and providing instructions for them.</p>
Personal Growth	<p>I can talk about my emotions and understand when those emotions are helpful and unhelpful.</p> <p>I can identify specific strategies which help me to manage my feelings.</p>	<p>In Yr1 pupils focus on emotions and the importance of taking exercise and spending time outside. In Yr2 pupils identify specific strategies that are effective in managing their emotions. Pupils build upon this learning in Yr3 when they learn to talk about how people can express their emotions and explain why feelings can affect the way people behave.</p> <p><u>In Yr2, cross curricular links can be made with the Wellbeing Curriculum in which pupils talk about their emotions and understand when those emotions are helpful and unhelpful. Pupils also identify specific strategies which help them to manage their feelings.</u></p>	<p>Vocab relating to individual emotions.</p>

## Year 3

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Tools	<p>I can use tools with independence.</p> <p>I can access and store tools safely</p>	<p>In Yr2, pupils learned to explain the function of a range of tools and used them with precision for a range of purposes. In Yr3, pupils use these tools with greater independence. They also learn how to access and store them with accuracy. Pupils can build upon this understanding in Yr4 where pupils develop greater precision when using tools and begin to access and store tools with greater independence.</p>	<p>Vocab relating to storing tools safely</p>
Creativity and Imagination	<p>I can make suggestions about what I want to make and design them with the support of an adult.</p> <p>I can create my own games designed to explore the natural environment with the support of an adult.</p>	<p>In Yr2 pupils make objects which are more complex in construction and learn to adapt and modify their games to suit the environment and the group. In Yr3, with the support of an adult, pupils begin to design and create their own objects and games to explore their natural environment. Pupils can build upon this understanding in Yr4 when they design and create their own objects and games with greater independence.</p> <p><u>In Yr3 links can be made to the Design and the Arts Curriculum where pupils are challenged to seek imaginative solutions to problems, through selection of ideas and collaboration.</u></p> <p><u>Further links can be made with the Sport, Exercise and Health Curriculum in which pupils are taught become aware of space and use it to support team-mates and to know and use rules fairly within a game.</u></p>	<p>Vocab relating to reflection and improvement of games- including receiving and acting on advice of others</p>

<b>Environment</b>	<p>I can proactively care for my immediate natural environment.</p> <p>I can make links and generalisations as to how these principles can positively impact the wider natural environment.</p>	<p>In Yr2, pupils begin to generate their own rules for protecting their immediate natural environment. In Yr3 pupils become more proactive in protecting their immediate environment and learn to make connections relating to how these principles can be applied to the wider natural environment. Pupils can build upon this understanding in Yr4 when they are challenged to share their understanding of how to care for their immediate and wider natural environment.</p> <p><u>In Yr3 links can be made with the Time and Place Curriculum in which pupils are taught to name and locate key topographical features and understand land-use patterns with a focus on how these have changed over time.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils explore the reproductive cycle of flowering plants, rocks and soils. Pupils can use and apply this understanding to better understand their own immediate environment and learn how to care for it.</u></p>	<p>Vocab relating to broader principles of looking after the natural environment</p>
<b>Staying Safe</b>	<p>I can Independently manage hazards and associated risks.</p> <p>With adult guidance, I can put into place my own rules and procedures designed to keep me safe.</p>	<p>In Yr2, pupils learned to manage risks and make informed decisions relating to their actions. They also begin to generate their own rules for staying safe. In Yr3 they learn to independently identify hazards and manage risk and begin to put in place and implement their own safety measures. Pupils can build upon this understanding in Yr4 when they implement safety guidelines with greater independence and learn to review and improve their safety measures.</p>	<p>Vocab relating to generalised rules</p>
<b>Adventure</b>	<p>I can follow a map in a familiar context.</p> <p>I can use clues to follow a route.</p> <p>I can follow a route safely.</p>	<p>In Yr2, pupils learn how to lead a group and deliver clear instructions to those who are following. In Yr3, pupils follow a map and use clues to follow a route within a familiar context. They also learn how to follow a route safely. Pupils can build upon this understanding in Yr4 when they are challenged to use maps to navigate more demanding familiar contexts. Pupils will also be challenged to follow a route within a time limit.</p> <p><u>In Yr3, cross curricular links can be made with the Time and Place Curriculum in which pupils are challenged to locate key topographical features (including hills, mountains, coasts and rivers).</u></p> <p><u>Further cross curricular links can be made with the Design and the Arts curriculum in which pupils use inspiration gathered from their visit to an offsite location to create a representation of an observed landscape in the style of a well-known artist. E.g. David Hockney</u></p>	<p>Vocab relating to basic map navigation</p>

<b>Personal Growth</b>	<p>I can talk about how people can express their emotions such as anger and fear.</p> <p>I can explain why feelings can affect the way people behave.</p>	<p>In Yr2 pupils identify specific strategies that are effective in managing their emotions. In Yr3 pupils learn to talk about how people can express their emotions and explain why feelings can affect the way people behave. Pupils will build upon this learning in Yr4 when they describe strategies to manage feelings so that they do not have a negative impact on others and learn to understand that keeping healthy physically and spiritually will help their mental health.</p> <p><u>In Yr3, cross curricular links can be made with the Wellbeing Curriculum in which pupils talk about how people can express their emotions such as anger and fear and explain why feelings can affect the way people behave.</u></p>	<p>Vocab relating to individual emotions.</p>
----------------------------	---	--	---

## Year 4

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Tools	<p>I can independently use tools precisely and safely.</p> <p>I can independently access and store tools safely.</p>	<p>In Yr3, pupils use tools with greater independence. They also learn how to access and store them with accuracy. In Yr4, pupils develop greater precision when using tools and begin to access and store tools with greater independence. Pupils can build upon this understanding in Yr5 when they are taught to select and use appropriate tools to perform a specific function. Pupils will also be challenged to provide instructions to younger children relating to how to use tools.</p>	<p>Vocab relating to the enhanced provision required to use tools in Yr4</p>
Creativity and Imagination	<p>I can design and create an object to perform a specific purpose.</p> <p>I can create my own games designed to explore the natural environment.</p>	<p>In Yr3, with the support of an adult, pupils begin to design and create their own objects and games to explore their natural environment. In Yr4, pupils independently design and create their own objects and games to perform a specific purpose. Pupils can build upon this understanding in Yr5 when they are given responsibility for selecting the resources required to perform activities and challenged to support and facilitate the play of younger children in outdoor learning sessions.</p> <p><u>In Yr4 cross curricular links can be made to the Design and the Arts Curriculum where pupils are challenged to seek imaginative solutions to problems, through selection of ideas and collaboration. Additionally, pupils are challenged to critically evaluate their own work and the work of others and use this information to improve own work.</u></p> <p><u>Further links can be made with the Sport, Exercise and Health Curriculum in which pupils are taught to vary tactics and adapt skills depending on what is happening in a game.</u></p>	<p>Vocab relating to making independent decisions or compromising as part of a group.</p> <p>Vocab relating to function and them meeting of a design brief</p>

Environment	<p>I can share my understanding of how to care for and protect our immediate natural environment.</p> <p>I can share my understanding of how to care for and protect our wider natural environment.</p>	<p>In Yr3, pupils became more proactive in protecting their immediate environment and learned to make connections relating to how these principles can be applied to the wider natural environment. In Yr4, pupils are challenged to share their understanding of how to care for their immediate and wider natural environment. Pupils can build upon this understanding in Yr5 when they are challenged to convey their understanding to a group of younger children.</p> <p><u>In Yr4, links can be made with the English and Communication Curriculum in order to support the creation of information and persuasive speeches and texts.</u></p> <p><u>Further cross curricular links can be made with the Design and the Arts Curriculum in which pupils are challenged to use recycled materials to produce art designed to increase awareness of environmental issues.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils explore classification of living things, interdependence and the impact of environmental change. Pupils can use and apply this understanding to better understand the wider environment and learn how to care for it.</u></p>	Wider set of vocab relating to the broader principles of looking after the wider environment
Staying Safe	<p>I can Independently implement rules and procedures designed to keep me safe.</p> <p>I can review and improve safety measures.</p>	<p>In Yr3, pupils learned to independently identify hazards, manage risk and begin to put in place and implement their own safety measures. In Yr4, pupils implement safety guidelines with greater independence and learn to review and improve their safety measures. Pupils can build upon this understanding in Yr5 when they are challenged to teach and explain safety measures to a group of younger children.</p> <p><u>In Yr4, links can be made with the English and Communication Curriculum in order to support the creation of information and persuasive speeches and texts.</u></p>	Vocab relating to the review and improvement of safety rules
Adventure	<p>I can follow a map in a more demanding familiar context.</p> <p>I can follow a route within a time limit.</p>	<p>In Yr3, pupils follow a map and use clues to follow a route within a familiar context. They also learn how to follow a route safely. In Yr4, pupils are challenged to use maps to navigate more demanding familiar contexts and to follow a route within a time limit. Pupils can build upon this understanding in Yr5 when they are challenged to follow a map into an unknown location and use clues and a compass to navigate a route. Pupils will also be challenged to make use of new information to overcome problems and change their routes.</p>	More complex map following and navigational vocabulary

<b>Personal Growth</b>	<p>I can describe strategies to manage feelings so that they do not have a negative impact on others.</p> <p>I can understand that keeping healthy physically and spiritually will help my mental health.</p>	<p>In Yr3 pupils learn to talk about how people can express their emotions and explain why feelings can affect the way people behave. In Yr4 pupils describe strategies to manage feelings so that they do not have a negative impact on others and learn to understand that keeping healthy physically and spiritually will help their mental health. Pupils will build upon this learning in Yr5 when they learn to analyse the effectiveness of spiritual practices on the physical, emotional and mental health of themselves and others.</p> <p><u>In Yr4, cross curricular links can be made with the Sports, Exercise and Health Curriculum in which pupils describe the short-term physiological effects exercise has on their body. Pupils also develop an understanding of the concept of a balanced diet and how diet affects their health. Pupils go on to plan/prepare a meal that includes a variety of food groups.</u></p> <p><u>Further cross curricular links can be made with the Wellbeing Curriculum in which pupils describe strategies to manage feelings so that they do not have a negative impact on others and develop an understanding that keeping healthy physically and spiritually will help their health.</u></p>	<p>Vocab relating to individual emotions.</p>
------------------------	---	--	---

## Year 5

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Tools	<p>I can select and use appropriate tools to perform a function.</p> <p>I can teach younger children how to use tools.</p>	<p>In Yr4 pupils develop greater precision when using tools and begin to access and store tools with greater independence. In Yr5, pupils are taught to select and use appropriate tools to perform a specific function. Pupils are also challenged to provide instructions to younger children relating to how to use tools. Pupils can build upon this understanding in Yr6 when they are taught the basics of tool maintenance.</p> <p><u>In Yr5, links can be made with the English and Communication Curriculum in order to support the creation of information and explanation speeches and texts.</u></p> <p><u>Further links can be made to the Design and the Arts curriculum in which pupils are required to make choices about which materials to use in order to complete a project.</u></p>	<p>Vocab relating to the selection of an appropriate tool</p> <p>More precise functional vocab</p> <p>Vocab relating to teaching younger children- e.g modelling, instruction</p>
Creativity and Imagination	<p>I can select and set out the resources required to perform activities.</p> <p>I can support and facilitate the play of younger children in outdoor learning sessions.</p>	<p>In Yr4, pupils independently design and create their own objects and games to perform a specific purpose. In Yr5, pupils are given responsibility for selecting and setting out the resources required to perform activities and challenged to support and facilitate the play of younger children in outdoor learning sessions. Pupils can build upon this understanding in Yr6 when they are challenged to take on responsibility for planning and running an outdoor learning session.</p> <p><u>In Yr5, links can be made with the Design and the Arts Curriculum in which pupils are challenged to make choices regarding materials, to meet the need of the project.</u></p> <p><u>Further links can be made to the English and Communication Curriculum in order to support the creation of information and explanation speeches and texts.</u></p>	<p>Vocab relating to preparing the resources and space</p> <p>Vocab relating to facilitating the play of younger children</p>
Environment	<p>I can share my understanding of how to care for the natural environment with younger children.</p>	<p>In Yr4, pupils are challenged to share their understanding of how to care for their immediate and wider natural environment. In Yr5, pupils are challenged to convey their understanding to a group of younger children. Pupils can build upon this understanding in Yr6 when they are challenged to act with agency in order to make a positive change to the natural environment.</p> <p><u>In Yr5, links can be made with the English and Communication Curriculum in order to support the creation of information and explanation speeches and texts.</u></p>	<p>Vocabulary linked to the explanation of broader concepts to younger children</p> <p>-explain</p> <p>-examples</p>



Staying Safe	<p>I can teach younger children about the hazards and associated risks and outdoor learning.</p>	<p>In Yr4, pupils implemented safety guidelines with greater independence and learned to review and improve their own safety measures. In Yr5, pupils are challenged to teach and explain safety measures to a group of younger children. Pupils can build upon this understanding in Yr6 when they are challenged to complete a risk assessment for an outdoor learning session.</p> <p><u>In Yr5, links can be made with the English and Communication Curriculum in order to support the creation of information and explanation speeches and texts.</u></p>	<p>Vocab relating to teaching younger children</p>
Adventure	<p>I can follow a map into an unknown location.</p> <p>I can use clues and a compass to navigate a route.</p> <p>I can change my route to overcome a problem.</p> <p>I can use new information to change my route.</p>	<p>In Yr4, pupils are challenged to use maps to navigate more demanding familiar contexts and to follow a route within a time limit. In Yr5, pupils are challenged to follow a map into an unknown location and use clues and a compass to navigate a route. Pupils are also be challenged make use of new information to overcome problems and change their routes. Pupils can build upon this understanding in Yr6 when they are challenged to plan a route someone else, taking account of safety and danger.</p>	<p>Vocab relating to using a compass overcoming obstacles- changing routes contingency plans</p>
Personal Growth	<p>I can analyse the effectiveness of a range of strategies to manage feelings so that they do not have a negative impact on others.</p> <p>I can understand and can give examples of ways in which keeping healthy physically and spiritually will help my mental health.</p>	<p>In Yr4 pupils describe strategies to manage feelings so that they do not have a negative impact on others and learn to understand that keeping healthy physically and spiritually will help their mental health. In Yr5 when they learn to analyse the effectiveness of spiritual practices on the physical, emotional and mental health of themselves and others. Pupils build upon this understanding in Yr6 when they identify some of the worries and concerns that people might feel moving to a new school. They also identify ways in which people can positively manage such a move.</p> <p><u>In Yr5, cross curricular links can be made with the Sports, Exercise and Health Curriculum in which pupils describe the long-term physiological effects that regular, safe exercise has on my body. They also learn to understand and can explain the short and long term physiological effects of eating a balanced diet.</u></p> <p><u>Further cross curricular links can be made with the Wellbeing Curriculum in which pupils analyse the effectiveness of a range of strategies to manage feelings so that they do not have a negative impact on others. Pupils also understand and can give examples of ways in which keeping healthy physically and spiritually will help their mental health.</u></p>	<p>Vocab relating to individual emotions.</p>

## Year 6

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Tools	I understand how to maintain tools in order to ensure their safety and effectiveness.	In Yr5, pupils were taught to select and use appropriate tools to perform a specific function. Pupils were also challenged to provide instructions to younger children relating to how to use tools. In Yr6 when pupils are taught the basics of tool maintenance.	Vocab relating to tool maintenance
Creativity and Imagination	I can take responsibility to running outdoor learning sessions.	<p>In Yr5, pupils are given responsibility for selecting and setting out the resources required to perform activities and challenged to support and facilitate the play of younger children in outdoor learning sessions. In Yr6, pupils are challenged to take on responsibility for planning and running an outdoor learning session.</p> <p><u>In Yr6, cross curricular links can be made with the English and Communication Curriculum in order to support the pupils speaking and listening skills.</u></p> <p><u>Further cross curricular links can be made with the Sports, Exercise and Health curriculum in which pupils are challenged to explain rules to others. referee/umpire. make teams and communicate a plan and lead others in a game situation.</u></p>	Vocab relating to planning and preparing and reflecting upon a session for younger children.
Environment	I can lead and act with agency in order to have a positive impact on the natural environment.	<p>In Yr5 pupils were challenged to convey their understanding to a group of younger children. Pupils can build upon this understanding in Yr6 when they are challenged to lead and act with agency in order to make a positive change to the natural environment.</p> <p><u>In Yr6, cross curricular links can be made with the English and Communication Curriculum in which pupils have completed pieces of persuasive writing.</u></p>	<p>Vocab relating to the act of bringing about change</p> <ul style="list-style-type: none"> <li>-protest</li> <li>-activist</li> <li>etc</li> </ul>
Staying Safe	I can complete a risk assessment for an outdoor learning session,	<p>In Yr5, pupils are challenged to teach and explain safety measures to a group of younger children. In Yr6 when they are challenged to complete a risk assessment for an outdoor learning session.</p> <p><u>In Yr6, links can be made with the English and Communication Curriculum in order to support the creation of information and explanation speeches and texts.</u></p>	Vocab relating to risk management, mitigation

Adventure	<p>I can plan a route and a series of clues for someone else.</p> <p>I can plan with others, taking account of safety and danger.</p>	<p>In Yr5, pupils are challenged to follow a map into an unknown location and use clues and a compass to navigate a route. Pupils are also challenged to make use of new information to overcome problems and change their routes. In Yr6 pupils are challenged to plan a route someone else, taking account of safety and danger.</p> <p><u>In Yr6, links can be made with the English and Communication Curriculum in order to support the pupils speaking and listening skills.</u></p> <p><u>In Yr6, cross curricular links can be made with the Time and Place Curriculum. Pupils can build upon their understanding of how government works and decisions are made in order to strategise on the best methods for impacting a positive change on the environment.</u></p>	Vocab relating to plotting a route efficiency and safety
Personal Growth	<p>I can identify some of the worries and concerns that people might feel when facing a significant challenge.</p> <p>I can identify ways in which someone can positively manage such a challenge.</p>	<p>In Yr5 pupils learn to analyse the effectiveness of spiritual practices on the physical, emotional and mental health of themselves and others. Pupils build upon this understanding in Yr6 when they identify some of the worries and concerns that people might feel moving to a new school. They also identify ways in which people can positively manage such a move.</p> <p><u>In Yr6, cross curricular links can be made with the Wellbeing Curriculum in which pupils identify some of the worries and concerns that people might feel moving to a new school. Pupils also identify ways in which someone can positively manage such a move.</u></p>	Vocab relating to individual emotions.