



Outdoor Learning, School Farm and Personal Development - PROGRESSION OF SKILLS - Pendeen School



At Pendeen School we love **nature**, the **world around us** and the **outdoors**! We like to approach learning slightly differently: using the natural world to **underpin** our **daily routines** – pushing us to look for ways to **problem solve**, **communicate** and **overcome** obstacles. We tailor learning throughout the school; using our incredible environment to **enrich** and **broaden** the **experiences** of **ALL** children within our school community. Our half termly **Outdoor Days** enable us build a **skillset for life** – learning about crucial skills such as: **communication**, **perseverance**, **resilience**, **respect**, **determination**, **excellence**, **cooperation**, **politeness**, **responsibility**, animal **welfare**, beach safety, fire safety, basic first aid, knots, native species, cooking in the outdoors, den building to name just a few! We to use the hashtag: **#SKILLSETFORLIFE** – heavily influenced by **Ofsted's Personal Development** judgment – which provides ample **opportunities** and a **complex** range of **experiences** for **ALL** children to **develop** a **crucial** set of **skills** that will **enable** them to **thrive** as they grow (336. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life – Ofsted, 2024).

All children are **inspired** through the **relationship** we have with the outdoors and our inspirational adults that **champion** a natural love and **curiosity** of the outdoors. Every **Friday afternoon** is used as an Outdoor Afternoon to provide different opportunities to the children, allowing them to broaden their skillset for life. Activities on a Friday include: planting, ground maintenance, animal welfare checks, working within the community, team building games, whole school cooking experiences and so many more! Our Outdoor Learning approach, ensures that the children use the outdoors in order to provide a **rich context** to their **learning experience**. We offer a range of experiences from the more adventurous activities such as water sports and climbing to the more serene such as using the natural world to provide a platform to draw, paint and sketch.

We have a wide range of experiences throughout the school year from offsite school visits to visitors to school all aimed at **enriching** our curriculum. We build dens, make fires and hunt treasure to help us to **ask questions**, formulate **conclusions** and **compile** results. We believe that outdoor learning enables our children to **develop** and **nurture** their **self-esteem**, **confidence** and our school's **values** and learning **dispositions**, where every child has the opportunity to achieve their **holistic**, full **potential** in a **learner-led enabling environment**. Children have the opportunity to learn through experience in a **hands-on manner**, to develop **fine** and **gross motor skills** and proprioception, to assess and **manage risk**, to **practice** and **achieve**, to enquire and investigate, whilst embracing the physical and personal challenges that working outside can present.



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Wellbeing and **emotional** literacy are an **integral** part of Pendeen's outdoor learning sessions. Children are encouraged to **express** their **feelings**, and **emotional** literacy **language** is modelled through books, circle time discussions and responses to real events as they happen. Children are **encouraged to talk to one another**, to express their feelings and to problem solve in order to **move through a challenge** or **negative state of being**. We use sessions that include mindful meditation/circle space where children have the opportunity to share and listen.

The school outdoor learning area includes a wild area, a fire circle, mud kitchen, a digging area, a wooded area with tools, and loose parts play equipment including tyres and planks. The outdoor space is also used by the School Councillors for their half termly lunchtime eco-meetings and working parties, and class teachers are encouraged to use the outdoor space to make real life curriculum links and take learning outdoors. Staff have received training on linking outdoor learning to the curriculum from internal trainers. They also use the National Curriculum Outdoors to support their planning. In addition to the outdoor learning area, the school also has a farm with goats, ducks with a pond, chickens, guinea pigs and lots of areas left wild for wildlife.

It is our intention that every pupil develops a real passion for the great outdoors and celebrates their local, natural environment. We wish for every child to develop a knowledge and passion for their local habitat, understand how to look after and nurture it through being responsible and active citizens.



Intent

Here at Pendeen School, we have been on a journey to give time and space for children to learn outside of the classroom. We will continue year on year to develop our outdoor learning provision as we invest in resources, time and energy into enabling this to be an integral part of all children's learning and academy journey. We believe that outdoor learning is important for all children to be able to experience here at Pendeen as part of their education. There is a vast bank of evidence, which has proven the benefits that outdoor learning provides for children (and indeed adults too).

The primary aims of our outdoor learning curriculum will be:

- To build self-esteem and confidence in children.
- To build resilient, determined and independent learners.
- To develop children's personal, social and emotional development.
- To develop children's imagination and encourage creativity.
- To encourage collaboration.
- To develop and build the ideas of risk management and risk benefit.
- To improve children's life skills and experiences.



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- To enable children to gain a respect for the natural environment and wildlife.
- To support wellbeing and nature connection.

These aims will be covered with a variety of Outdoor Learning experiences, PSHE and Science teachings and strategies that not only seek to aid the children in their learning but also be provided in a positive, enjoyable, creative and inspiring manner that will allow them to transfer the skills and knowledge from the outdoor learning lessons into the classroom and life outside of school.

Implementation

To ensure that our outdoor learning curriculum reaches the high standards of teaching and learning, we have implemented a progressive curriculum that begins in during the EYFS and continues and grows until children leave in Year 6. Each year group from Year 1 to Year 6 will also benefit from a half term's Outdoor Day where a tailored program linked to the children's Outdoor Learning interests, skillset, science or theme is planned to continue to embed outdoor learning skills and nature connection.

Outdoor Learning lessons will be timetabled weekly throughout the year where the children visit the onsite forest, Pearl's Land or use the school field. It is here the majority of the learning will take place but it is our aim to also expand our outdoor learning into the wider community and environment to give the children a range of experiences, allowing them to become more familiar with the world surrounding them. Opportunities offered include residential visits in Year 5 and Year 6 and other trips and experience days for further year groups.

Impact

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

As children grow in confidence in their abilities in the outdoor environment, they will begin to understand, assess and manage their own risk and safety. This will allow the children to become more independent and show them that life comes with not only risk but also rewards. It also teaches them what their own limits are and that they can push through them. Our outdoor curriculum encourages problem solving, logical thinking and self-reflection and evaluation but most of all the pupils will see that mistakes aren't failures; they are a part of learning.

School Farm

School Farm sessions take place every day during lunch times and every Friday afternoon. These sessions are linked heavily to the seasons and go ahead in all weathers. The focus is to learn about the animals on the farm, and take responsibility for their health and wellbeing. Students will build up their skills and knowledge enabling them to run the farm for themselves, making decisions as a group for the good of the animals.

Cultural capital is included in our Farming sessions in the following:

- Teaching the seasonality of farming and food production and thinking of the ethical implications of eating foods out of season
- Regular visits from a variety of experts to share their knowledge and answer questions the children have with regards to the animals and their care
- Students use and apply the knowledge they learn in order to take responsibility for the running of the farm
- Working together to make the tough decisions required on the farm encourages debate and questioning
- Students develop their resilience through hard work and experiencing setbacks that they can work through and overcome
- Strong links throughout the year to food preparation and nutrition, allowing students to develop knowledge and skills that they can go on to share with others
- Development of empathy towards the animals and a respect for their wellbeing despite being a working farm
- Students consider the business side of farming and how best to sell their products to the local community



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Pupils are involved in all aspects of the farm, gaining practical knowledge of animal husbandry, plant husbandry and countryside skills. The farm develops self-confidence as pupils spend time with animals, work as part of a team and see the results of their actions. The school farm also allows pupils to discover a love of nature and the outdoors, and allows for physical activity.

Some of the skills developed on the Farm include:

- Responsibility- from caring for the animals and plants
- Understanding cause and effect- for example the impact of weeds competing with plants and the need for food and water.
- Self-confidence- pupils achieve their goals and enjoy the produce
- Reasoning and discovery- the Farm provides practical learning opportunities in Science, Geography and Nutrition
- Creativity- pupils try new methods
- Cooperation- teamwork is essential on the farm.

Alongside our Outdoor Learning Progression of Skills, we have a range of Statements, Attitudes and Skills that underpin our holistic approach. Pendeen Outdoor Learning Statements, Attitudes and Skills are based upon the Ten Key Outcomes of Outdoor Learning from: "High Quality Outdoor Learning from the English Outdoor Council" – updated September 2024.

What the children across the school say:

- “Every time we are up on the farm, we are learning responsibilities, learning about animal welfare and lifecycles.”
- “We get the chance to take risks and learn new skills like den building and listening to other children’s opinions.”
- “Outdoor Days give us the chance to give back to the environment!”
- “It’s really fun but at the same time, we are still learning – so much!”
- “I really look forward to Friday afternoon and improving my skillset.”
- “It is very peaceful and that helps me learn.”
- “I am grateful because I know not all children get to experience what I experience on a daily basis!”
- “I know how to care for lots of different animals now. I have learnt how to communicate what we need, like animal feed and straw!”
- “My skillset to cope with challenges keeps getting bigger! I used to get worked up and angry but now I know how to manage my emotions!”



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| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | School values Pendeen Can 9 STARS - Respect, Cooperation, Politeness, Responsibilities, Honesty, Courage, Determination, Assertiveness, Excellence | | | | | | |
| Practical Skills Links to RSHE and DT | Introduction to rules/boundaries/format of sessions. To dress independently and appropriately for the weather. Introduction of basic tools and how to be safe around them – Hammers, mallets, | Reinforcement and practice of rules/boundaries. To dress independently and appropriately for the weather. Continuation of the use of YR tools and introducing loppers | Shared reinforcement of rules/boundaries and risk assessment control actions. To dress independently and appropriately for the weather. Continuation of the use of tools as before, introducing | Reinforcement of rules/boundaries and shared risk assessment control actions developed. To dress independently and appropriately for the weather. Continuation of the use of tools, larger ropes and | Reinforcement of rules/boundaries and shared risk assessment control actions developed. To dress independently and appropriately for the weather. Continuation of the use of tools, larger ropes and | Reinforcement of rules/boundaries and shared risk assessment control actions. To dress independently and appropriately for the weather. Introduce knife skills/green wood whittling. (3:1 ratio) Independent use of tools – | Personal management of rules/boundaries and risk assessment control actions. To dress independently and appropriately for the weather. Further practice of knife skills/green wood whittling. (3:1 ratio) Independent use |



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| | <p>trowels, forks, hand drills, palm drills, loppers (with an adult 1:1).</p> <p>To join together sticks using masking tape, pipe cleaners or string.</p> <p>Introduction of basic shelter building with support.</p> <p>To know and follow safety procedures.</p> <p>Introduction of fire safety. Observe toasting technique. Collect firewood.</p> | <p>and bow saw (with an adult 1:1).</p> <p>Introduce larger ropes and develop independent cutting of string and tape.</p> <p>Practice shelter building (with support where necessary). Introduction to basic knots (reef knot).</p> <p>Introduction of fire safety. Use fire strikes to practice making a spark. Collect firewood. Help build the fire.</p> <p>Chopping/preparing fruit to make jam on the fire in a pan. Simple toasting techniques.</p> | <p>peelers and folding saw (with an adult 1:1)</p> <p>Practice of knots for attaching (reef knot, timber hitch). Independent use of knots to create den structures with tension/waterproof design. Introduction of lashing techniques to attach/join sticks (square lashing).</p> <p>Continuation of fire safety. Use fire strikes to practice making a spark -and light cotton wool. Fire triangle. Collect firewood. Help build the fire.</p> <p>Use kettle/pan on the fire grill (e.g pancakes).</p> | <p>independent cutting of string. Further practice with more advanced tools – saw, loppers, secateurs, (1-1 support)</p> <p>More sophisticated use of knots for attaching to structures, trees etc (e.g - timber hitch, half hitch). Continuation of lashing techniques to make frames, ladders, structures.</p> <p>Continuation of fire safety. Fire triangle. Collect dry tinder and use fire strikes to practice making a spark -and light cotton wool/tinder (fairy fires). Introduction to fire lighting and cooking over a campfire</p> | <p>independent cutting of string. Continue to build skilful use of more advanced tools – saw, loppers, and secateurs.</p> <p>More sophisticated use of knots for attaching to structures, trees etc (e.g - timber hitch, half hitch). Continuation of lashing techniques to make frames, ladders, structures.</p> <p>Continuation of fire safety. Fire triangle. Collect dry tinder and use fire strikes to practice making a spark -and light cotton wool/tinder (fairy fires). Continuation of fire lighting and cooking over a campfire</p> | <p>hammers, saw, loppers, secateurs - with adult permission/tool procedure followed.</p> <p>More sophisticated knots for attaching to structures and trees and selecting the correct knot for a job. Independent lashing techniques to attach/join sticks.</p> <p>Continuation of fire safety. Supported fire lighting - fairy fires (With supervision).</p> <p>Using the campfire for cooking with support. Extinguishing the fire.</p> | <p>of tools –hammers, saw, loppers, secateurs - with adult permission/tool procedure followed.</p> <p>More complex knots and lashings, and selecting the correct knot for a job independently.</p> <p>Further knowledge about fire safety and fire lighting. Use of fire gloves.</p> <p>Independent small fire lighting (with supervision)</p> <p>Using the camp fire for cooking. (with supervision) Extinguishing the fire.</p> |
| <p>Seasonal/Nature Connection</p> <p>Links to science and geography</p> | <p>To recognise signs of autumn/summer on the school grounds.</p> <p>To learn about plant life cycles, parts of a plant and seed dispersal.</p> <p>To know about some hibernating animals.</p> <p>To observe the lifecycle of frogs in the school pond. To learn about the lifecycle of butterflies.</p> <p>To know some tree and bird species on the school grounds.</p> | <p>To recognise signs of autumn/spring on the school grounds.</p> <p>To learn about predator and prey/food chains.</p> <p>To know about hibernating animals.</p> <p>To observe the lifecycle of trees in the school grounds. To learn about the lifecycles of species in the school grounds.</p> <p>To know some insect, tree and bird species on the school grounds.</p> | <p>To recognise signs of Spring/summer on the school grounds.</p> <p>To learn about different trees on the school grounds - life cycles, fruit, nuts, buds etc...</p> <p>To begin to distinguish different bird song.</p> <p>To observe the life cycles of frogs/newts. To know about the lifecycle of species in the school grounds.</p> <p>To know some plant, insect, tree and bird species on the school grounds.</p> | <p>To identify the signs for each season on the school grounds.</p> <p>To learn about plant life cycles, parts of a plant and seed dispersal.</p> <p>To identify and classify species on the school grounds, including the pond area.</p> <p>Introduce knowledge about the wildlife within our school grounds and how to look after them - conservation projects.</p> | <p>To identify the signs for each season on the school grounds.</p> <p>To learn about plant life cycles, parts of a plant and seed dispersal.</p> <p>To identify and classify species on the school grounds, including the pond area.</p> <p>Introduce knowledge about the wildlife within our school grounds and how to look after them - conservation projects.</p> | <p>To investigate species from the school grounds and begin to make links between them - food chains, biodiversity, ecology. Increase knowledge about the wildlife within our school grounds - observational drawings, surveying. Use of dichotomous keys.</p> | <p>To investigate species from the school grounds and begin to make links between them - food chains, food webs, biodiversity, ecology.</p> <p>Increase knowledge about the wildlife within our school grounds - observational drawings, surveying. Use of dichotomous keys.</p> |
| <p>Using Tools</p> <p>Links to enabling children to create, problem solve, reason, develop motor skills</p> | <p>Be aware of tool rules: Back in box after use, no running, small groups etc Use hands and fingers as tools when digging Safely use trowels and spades Use scissors to cut string</p> | <p>Be aware and understand why Tool Rules exist: In pairs, use loppers to cut branches Use peelers for whittling Use mallets for bashing and small hammers for crafts</p> | <p>Put tool rules into practice: Show good practice In pairs, use loppers to cut branches Use hammers for bashing and crafts independently Use larger digging tools safely on their own In 3's, use a bow saw to cut branches</p> | <p>Put tool rules into practice: Show leaders good use of tool safety (e.g., returning tools back to box without being asked) Select correct tool for the task Bowsaw Hammers Apple Swirler Loppers</p> | <p>Actively initiate Tool rules: Repeat tool rules back to leaders Sheath Knife Bowsaw Sharp Scissors Hammers (independent) Loppers</p> | <p>Start to monitor Tool rule compliance of other children: Recognise inappropriate behaviour with tools Sheath Knife Bow saw Sharp Scissors Hammers (Independent) Loppers</p> | <p>Manage tool rules within the group: Call out inappropriate behaviour with tools Sheath Knife Hard point saw Mattock Secateurs Fence Post donker Loppers</p> |

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| <p>Living history</p> <p>Links to history</p> | | Investigating 'the great fire of London' (Tudor cardboard houses burnt) | Investigating inventions – How will it work? | Practical experience of stone age lifestyle - e.g - cooking, flint knapping. | Practical experience of Roman lifestyle - e.g - cooking, weapons, tools. | Practical experience of Anglo-Saxon lifestyle - e.g - cooking, weaving, shelter building. | Practical experience of Viking lifestyle - e.g - cooking, building, weapons, tools. |
| <p>Adventurous Play/Exploring/Taking Risks</p> <p>Learning through Play – key EYFS theme</p> <p>Links to all curriculum areas</p> | Understanding of physical boundaries of woodland Independent exploration of woodland area Initiate play with small groups (2's and 3's) Return to base on call | Respect woodland boundaries Return to base on call Exploring out of sight play opportunities Adult led risk identification Able to recognise why conflicts occur and adapt behaviour accordingly | Respect woodland boundaries Return to base on call Confident with out of sight play with regular returns to base Identifying own risks with adult help Able to resolve conflicts with adult help using positive verbal and body language | Respect woodland boundaries Return to base on call Confident with out of sight play and play at height Starting to assess own risks and make good choices Conflict resolution with minimal adult intervention | Respect woodland boundaries Return to base on call Confident with out of sight play and play at height Starting to assess own risks and make good choices Conflict resolution with minimal adult intervention | Respect woodland boundaries Return to base on call Good choices made about out of sight play/tree climbing Start to Assess own risks and those of others without adult intervention Experimenting with conflict resolution without external moderation | Respect woodland boundaries Return to base on call Initiation and safe management of group activities and games Good choices made about out of sight play/tree climbing Assessment of own risks and those of others without adult intervention Able to resolve conflict using positive verbal and body language |
| <p>Teamwork and Values</p> <p>Links to SMSC and personal, social and emotional skills – key theme in EYFS</p> <p>Links to problem solving, reasoning, resilience, team work, independence, respect, determination, kindness</p> | Understand how and why we should respect nature Show resilience against minor injury Show kindness to others Start to show independence and ability to range widely in the woods | Understand how and why we should respect nature Show resilience against minor injury Show kindness to others Start to show independence and ability to range widely in the woods | Start to show teamwork when working in a pair Start to show empathy for others Start to show determination in FS tasks and activities Show kindness to others | Able to solve problems with adult help Resilient to injury or mess Be able to work in a small team to complete a task Be able to draw in new team members to help complete a task Start to demonstrate good communication skills and body language | Able to solve problems with adult help Resilient to injury or mess Be able to work in a small team to complete a task Be able to draw in new team members to help complete a task Start to demonstrate good communication skills and body language | Be able to solve problems or issues independently without adult supervision Be resilient to bad weather, minor injury, when things go wrong etc Be able to work successfully in large groups to achieve a common aim Social and emotional maturity Demonstrate good communication skills and body language | Be able to solve problems or issues independently without adult supervision Be resilient to bad weather, minor injury, when things go wrong etc Be able to work successfully in large groups to achieve a common aim Social and emotional maturity Demonstrate good communication skills and body language |
| <p>Planting and Growing</p> <p>Links to life cycles and the natural world, where food comes from</p> | Be able to plant large seeds with adult supervision Understand the elements which seeds need to germinate and grow | Be able to plant large seeds with adult supervision Understand the elements which seeds need to germinate and grow | Be able to plant smaller seeds with adult supervision Assist in clearing beds to enable new planting (use of fork or trowel) Understand the elements which seeds need to germinate and grow | Plant and nurture a range of seeds and seedlings with adult supervision Harvest food which has been grown with adult supervision Start to identify how foods can be cooked and eaten – which can be eaten raw and which need to be cooked | Plant and nurture a range of seeds and seedlings with adult supervision Harvest food which has been grown with adult supervision Start to identify how foods can be cooked and eaten – which can be eaten raw and which need to be cooked | Independently plant and nurture a range of seeds and seedlings Understand the role 'weeds' play in cultivation Independently harvest food which has been grown Understand the role of pollination in cultivation | Be able to explain germination of a seed and the conditions needed for germination Independently plant and nurture a range of seeds and seedlings Understand the role 'weeds' play in cultivation Independently harvest food which has been grown Understand the role of pollination in cultivation |
| <p>Mapping / Orienteering</p> <p>Links to Geography</p> | Follow rules and boundaries. Promote free exploration. | Use directional language (near and far; left and right). Recognise human and physical features within the outdoor learning area. | Use simple compass directions (North, South, East and West) Use directional language (near and far; left and right) Recognise human and physical features within the outdoor learning area. | Demonstrate understanding of the concept of a basic map. Navigate your way around a simple orienteering course. Understand the term 'orientate' or 'setting' a map. Record information accurately. | Demonstrate understanding of the concept of a basic map. Navigate your way around a simple orienteering course. Understand the term 'orientate' or 'setting' a map. Record information accurately. | Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols. Demonstrate an understanding of the relationship between pacing and distance. Plan a short loop course for another pair to follow. | Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols. Combine map reading and compass skills. Further develop navigational skills by planning ahead, identifying problems and making decisions. |



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| | | | Demonstrate understanding of the concept of a basic map. | Follow rules when completing an orienteering activity. | Follow rules when completing an orienteering activity. | Improve confidence in map reading and the transfer of information from map to ground. Plan the most efficient route so that the course is completed in the quickest time. | Learn to balance speed and accuracy. |
| Shelter/ Den Building Links to creative play, collaboration, team building, Fine Motor Skills, problem solving skills | Able to 'find' and feel confident in a natural shelter in the woodland (hiding place) Participate in larger den making activities led by adults or older children Build mini dens or nests for small animals | Adult supported construction of small tripod structure Erect lean to shelter with support Start to understand how basic knots work (friction, twists etc). Tie a clove hitch with help | Independent use of small tripod structures (animal den building) Erect a lean to shelter independently Tie a clove hitch without help | Create a tarpaulin shelter in a group Work successfully as a group having considered and evaluated each member contributions Compare and evaluate the shelter in relation to its sturdiness, durability, weather proofing and whether it is fit for purpose Explore different kinds of ways to twist rope and string to create bonds | Design and build varying sized shelters using tarpaulin and materials found in the woodland Work successfully as a group having considered and evaluated each member contributions Compare and evaluate the shelter in relation to its sturdiness, durability, weather proofing and whether it is fit for purpose Tie basic knots and hitches for den making | Create a shelter which is raised off the floor Work successfully as a group having considered and evaluated each member contributions Compare and evaluate the shelter in relation to its sturdiness, durability, weather proofing and whether it is fit for purpose Repeat basic knots from week to week | Independently create safe, semi-permanent shelters without arguments in a group Tie a range of knots using static rope and string Understand how to tie knots so they can be altered and removed Use lashings to make sturdy structures |

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| Fire Making Links to Science, DT, food preparation and community, taking calculated risks, FIRE SAFETY and Fire Triangle | Awareness of the Fire Triangle Understanding of safe practice around fire circle: entrances, please may I enter, safe numbers in fire circle etc Show Respect position around fire when asked by adult Awareness of the community of the fire circle | Awareness of the Fire Triangle Understanding of safe practice around fire circle: entrances, please may I enter, safe numbers in fire circle etc Contribute to fire lighting by gathering wood Help keep fire going through safe use of bellows Show 'Respect' position around fire | Understanding of the fire triangle Demonstration of safe practice around the fire circle Contribute to fire lighting by gathering wood Help keep fire going through safe use of bellows Show 'Respect' position around fire | Implementation of the fire triangle into fire lighting activities Contribute to fire lighting by gathering wood Help keep fire going through safe use of bellows Show 'Respect' position around fire Help to build fire. Understanding of fire structure and ingredients Use flint and steel to light fire – experiment with different techniques Awareness of the community of the fire circle (quiet) | Implementation of the fire triangle into fire lighting activities Respect for the community of the fire circle (quiet) Gather and sort firewood. Understand difference between green wood and seasoned. Wet and dry Show respect position around fire when prompted Understanding of fire structure and ingredients Use flint and steel to light fire | Understanding how to adapt fire lighting in wet weather due to the triangle rules Gather and sort firewood. Understand difference between green wood and seasoned. Wet and dry Show respect position around fire as instinct Understanding of fire structure (tinder, kindling, fuel) and ingredients Use flint and steel to light fire | Successful Fire lighting in wet weather using an understanding of the fire triangle rules Gather and sort firewood. Understand difference between green wood and seasoned. Wet and dry Show respect position around fire as instinct Understanding of fire structure and ingredients (tinder, kindling, fuel) Use flint and steel to light fire, keep it going and put out safely |
| Campfire Cooking Links to FIRE SAFETY, community, different cultures, trying new foods/tastes, understanding how different people/cultures live and prepare food | Awareness of the range of food which can be cooked over a fire. Awareness of the difference between a treat such as a marshmallow, and food cooked as part of a meal e.g., bread, pancakes etc Ability to try food created by adults over the | Awareness of the range of food which can be cooked over a fire. Awareness of the difference between a treat such as a marshmallow, and food cooked as part of a meal e.g., bread, pancakes etc Ability to try food created by adults over the fire – flat | Awareness of how food is made from scratch as opposed to being made in a factory. Can name the key ingredients in bread and pancakes Understand safe foraging practice e.g., only put in mouth when checked with an adult. Able to try a range of tastes of food created over the fire Understand the difference | Awareness of how food is made from scratch as opposed to being made in a factory. Can name the key ingredients in bread and pancakes Understand safe foraging practice e.g., only put in mouth when checked with an adult. Able to try a range of tastes of food created over the fire Understand the difference | Understanding of correct fire state needed for successful cooking e.g., hot/flames/embers etc Preparation of bread dough or pancake batter with adult supervision Cooking popcorn with adult supervision | Understanding of correct fire state needed for successful cooking and ability to change the fire state using new wood, bellows etc Preparation and cooking of bread dough for flat breads Cooking popcorn with adult supervision Preparation of foil parcels | Understanding of correct fire state needed for successful cooking and ability to change the fire state using new wood, bellows etc Foraging and preparation of bread dough, cooking flat breads with adult supervision Independent cooking of popcorn Assist adults in planning preparation and |



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| | fire – flat breads, cakes baked in the Dutch oven | bread, cakes baked in the Dutch oven | between sweet and savoury flavours | between sweet and savoury flavours | | | cooking of a full meal over the fire eg curry and flat breads |
| Woodland Management Links to understanding how woodland changes throughout the year. Links to understanding how to look after trees and bushes – trimming, cutting, felling, pruning so all layers of woodland thrive Links to Science Links to PSHE – sustainability Links to Geography – Physical Features | Awareness of how woodlands change with the seasons Awareness that woodlands need to be managed so that we can use them sustainably Actively help to manage the maintenance of the pond eg fishing out blanket weed with nets | Help to clear nettles and brambles in certain areas of the wood which are heavily used (no tools just gloved hands) Demonstrate good practice with regard to tree management e.g., no snapping living branches etc | Use trowels and forks to transplant plants to help woodland regeneration e.g., splitting wild garlic or primrose plants and replanting Demonstrate and understand why we should not snap living branches etc | Take part in tree planting with adult supervision Use loppers to help adults trim overhanging or wind blow trees Able to shovel and wheelbarrow chippings for woodland paths Help to clear excess weed growth from the pond | Take part in tree planting with adult supervision Shovel and wheelbarrow in groups Understand and demonstrate a wide picking area for from plant layer e.g., when picking wild garlic, don't take it all from the same place | Use a wide range of tools to help with general woodland management tasks e.g., bow saw, loppers, shears and secateurs Awareness of how plant and animal life cycles affects when woodland management tasks should take place | Take part in tree planting with minimal adult supervision Select correct tool for maintenance tasks Initiate woodland management tasks |
| Creative Projects Links to EYFS key themes Links to Fine Motor Skills Links to Values, Responsibilities and Team Work | Manipulate clay to create shapes Assist adults in the creation of group art works – leaf collection Concentrate on creative project for 10 minutes | Manipulate clay to create distinguishable forms e.g., animals Safely use small tools to deliver project - with supervision Concentrate on project for 15 minutes | Work independently to collect natural materials for creative projects Safely use small tools to deliver project - with supervision Collaborate with a partner to create project | Persevere with projects Use a range of tools and materials to create project e.g., scissors, string, hammers etc Collaborate with a small group to create project | Persevere with projects Use a range of tools and materials to create project e.g., scissors, string, hammers etc Collaborate with a small group to create project Start to resolve conflict without adult help | Initiate their own creative projects Independently use a range of small tools to complete the project Collaborate with a larger group to create project Concentrate for one hour on a project Resolve conflict without adult help | Initiate their own creative projects. Independently use a range of small tools to complete the project Collaborate with a large group to create project. Concentrate for an hour on one project Resolve conflict with peers without adult help |
| School Farm Links to responsibilities, PSHE, Team Work, Care, Respect, Life Cycles, Science, Nurture, Resilience, Animal Welfare, Community, Fair Trade, Food Technology, Food Hygiene, Food Preparation, Geography | Introduction to rules/boundaries/format of sessions. To dress independently and appropriately for the weather. Introduction to animal welfare and different kinds of animals Animal and Farm SAFETY Introduction to basic animal husbandry – rules, systems, approaches, strategies linked to calm/quiet and SAFETY Introduce to Life Cycles – hatching! To know and follow safety procedures. | Shared reinforcement of rules/boundaries and risk assessment control actions. To dress independently and appropriately for the weather. Introduction to animal welfare and different kinds of animals Animal and Farm SAFETY Introduction to basic animal husbandry – rules, systems, approaches, strategies linked to calm/quiet and SAFETY Introduce to Life Cycles – hatching! To know and follow safety procedures. | Shared reinforcement of rules/boundaries and risk assessment control actions. To dress independently and appropriately for the weather. Introduction to animal welfare and different kinds of animals Animal and Farm SAFETY Introduction to basic animal husbandry – rules, systems, approaches, strategies linked to calm/quiet and SAFETY Animal Husbandry – cleaning, mucking out, petting, stroking, rearing, looking after, p[running, trimming, caring for | Shared reinforcement of rules/boundaries and risk assessment control actions. To dress independently and appropriately for the weather. Introduction to animal welfare and different kinds of animals Animal and Farm SAFETY Basic animal husbandry – rules, systems, approaches, strategies linked to calm/quiet and SAFETY Animal Husbandry – cleaning, mucking out, petting, stroking, rearing, looking after, p[running, trimming, caring for | Personal management of rules/boundaries and risk assessment control actions. To dress independently and appropriately for the weather. Introduction to animal welfare and different kinds of animals Animal and Farm SAFETY Basic animal husbandry – rules, systems, approaches, strategies linked to calm/quiet and SAFETY Animal Husbandry – cleaning, mucking out, petting, stroking, rearing, looking after, p[running, trimming, caring for | Personal management of rules/boundaries and risk assessment control actions. To dress independently and appropriately for the weather. Introduction to animal welfare and different kinds of animals Farm management – supplies, food, waste, medicine etc. Animal and Farm SAFETY Animal Husbandry – cleaning, mucking out, petting, stroking, rearing, looking after, p[running, trimming, caring for Introduce to Life Cycles – hatching! | Personal management of rules/boundaries and risk assessment control actions. To dress independently and appropriately for the weather. Introduction to animal welfare and different kinds of animals Farm management – supplies, food, waste, medicine etc. Animal and Farm SAFETY Animal Husbandry – cleaning, mucking out, petting, stroking, rearing, looking after, p[running, trimming, caring for Introduce to Life Cycles – hatching! |



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| | Introduction to tools – Fine Motor Skills | Basic use of tools – brushes, brooms, trowels, spades, buckets, cleaning sponges etc | Introduce to Life Cycles – hatching! To know and follow safety procedures. Basic use of tools – brushes, brooms, trowels, spades, buckets, cleaning sponges etc Introduction to hoof and horn trimming – with adult supervision/guidance | Introduce to Life Cycles – hatching! To know and follow safety procedures. Basic use of tools – brushes, brooms, trowels, spades, buckets, cleaning sponges etc Introduction to hoof and horn trimming – with adult supervision/guidance | Introduce to Life Cycles – hatching! To know and follow safety procedures. Basic use of tools – brushes, brooms, trowels, spades, buckets, cleaning sponges etc Introduction to hoof and horn trimming – with adult supervision/guidance | Life Cycles- life and Death – PSHE To know and follow safety procedures. Community Events – life launch, Husbandry Workshops, Buy and Sell, Parent Workshops Basic use of tools – brushes, brooms, trowels, spades, buckets, cleaning sponges, screwdrivers, hammers, pliers, screws, nuts and bolts, chicken wire, post bangers, staple gun, metal staples, loopers, pruners etc Hoof and horn trimming – with adult supervision/guidance | Life Cycles- life and Death – PSHE To know and follow safety procedures. Community Events – life launch, Husbandry Workshops, Buy and Sell, Parent Workshops Basic use of tools – brushes, brooms, trowels, spades, buckets, cleaning sponges, screwdrivers, hammers, pliers, screws, nuts and bolts, chicken wire, post bangers, staple gun, metal staples, loopers, pruners etc Hoof and horn trimming – with adult supervision/guidance |
| Key vocabulary | seasons autumn/winter summer senses: listen/hear look/see taste touch/feel smell safe/unsafe sad/happy angry/calm excited/nervous cold/hot scared/brave | seasons summer/autumn spring senses: listen/hear look/see taste touch/feel smell risk/safety un/sure un/comfortable frustrated proud hibernate | winter summer Emotional literacy language hibernate life cycle mating elements community Parts of a tree language: fruit, nut, seed, leaf, bark, branch, bud. Use simple compass. | spring summer autumn winter Emotional literacy language life cycles, identify, classify, conservation Parts of plant language: stem, leaf, roots, flowers, seeds... Types of trees/species on the school grounds. navigate | spring summer autumn winter Emotional literacy language life cycles, identify, classify, conservation Parts of plant language: stem, leaf, roots, flowers, seeds... Types of trees/species on the school grounds. navigate | Emotional literacy /values language observe diagram dichotomous key food chains biodiversity ecology community responsibility orienteering | Emotional literacy /values language observe diagram dichotomous key food chains food web, biodiversity ecology community responsibility |

