


<p style="text-align: center;"><b><u>Subject Outdoor Learning</u></b></p>  <p><b>Subject Lead: Sarah Ryan</b></p>	<p><b>Subject Intent:</b> At St Columba Major Academy we have decided to weave outdoor learning and forest school into the children's curriculum because we know that children learn more, remember more and engage with learning when they are in the outdoors. Learning outside creates an active, fun and challenging learning experience that ultimately helps learning to make sense and supports children's engagement. Being outdoors is also beneficial to children's mental well-being and physical health as they are learning in an active and sensory way in a natural and calm environment with ample space around them. Children work collaboratively and problem solve together to reach challenges. This also supports children's language development as they discuss and negotiate ideas and thinking with a range of sensory stimuli to support vocabulary. All subjects can be taught outdoors and the ever-changing environment provides natural resources to support children's learning experiences. Children learn survival skills such as den building, fire lighting, cooking and using tools alongside respecting and utilising nature.</p> <p>We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. The multi-sensory outdoor environment supports the needs of all our pupils.</p>			<p style="text-align: center;"><b>Catch-Up Plans</b></p> <ul style="list-style-type: none"> <li>- Oracy: planned opportunities for speaking and listening within groupwork and direct teaching</li> <li>- Cross-curricular use of Maths skills, literacy and vocabulary</li> <li>- Teamworking and negotiating skills</li> <li>- Physical development and active learning supports fitness and health</li> </ul>
<p style="text-align: center;"><b>Teaching</b></p> <p>Forest school leader follows a planned curriculum that shows progression from Year 1 to year 6 and focuses on specific skills. The three main areas are fire lighting, use of tools and creative art with natural materials.</p> <p>Teachers plan a weekly lesson outdoors linked to all areas of the curriculum that fits for the weekly learning and topics. This is predominantly maths, science, PSHE, practical topic work, drama and hooks for stories in Literacy. This is not an extra a lesson but a creative way to use the outdoors as a tool for teaching the planned curriculum.</p>	<p style="text-align: center;"><b>Personalised Learning</b></p> <p>Quality First Teaching from trained forest school teacher Adaptive teaching to meet needs of all learners Outdoors to inspire, engage and hook children into stories and topics Groupings – whole class and small intervention groups</p>	<p style="text-align: center;"><b>Resources</b></p> <p>Learning through landscapes website Wild life trust resources Forest school field and shelter with fire pit, den building resources, swing etc All outdoor space around the school Newly planted rainforest on the field</p>	<p style="text-align: center;"><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>- Respect for nature and the environment</li> <li>- Awareness of environmental issues and supporting/protecting the future</li> <li>- Knowledge of where food comes from</li> <li>- Personal skills and learning attributes such as teamwork, problem solving, negotiating, persevering – support learning and overall development and impacts other subjects</li> <li>- Survival skills such as fire lighting, cooking, building shelters, using tools</li> <li>- Supports mental health and fitness</li> </ul>	<p style="text-align: center;"><b>Assessment</b></p> <p>Teachers and teaching assistants observe children during outdoor sessions. How do children interact with nature and the outdoors? What knowledge of the natural environment do they have and how do they weave this into their activities?</p> <p>Fire lighting knowledge, use of tools and using natural materials creatively. How do children plan for and manage their own risk?</p>
<p style="text-align: center;"><b>Inclusion - SEND</b></p> <p>Outdoors is a multisensory learning environment which supports and includes all behavioural and learning special educational needs. Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions Adaptive teaching IEP Targets – supports speech and language, friendships and working collaboratively. Offers practical learning to support literacy and maths targets.</p>	<p style="text-align: center;"><b>Curriculum Scope and Progression</b></p> <p>Planning shows progression and component parts are sequenced to build on prior learning Skills and knowledge-based plans Reconnect lessons to fill any missed, rusty or lost learning Wider curriculum links – supports learning across all of the curriculum and enables learning to be more memorable for children.</p>	<p style="text-align: center;"><b>Working as a XXXXXXX</b></p> <p>Forest school planning has been broken down to teach children the skills and knowledge needed to light fires and use tools to carry out outdoor craft and solve practical survival activities. Use nature around us to be creative, to heat and feed ourselves and to make tools and practical resources for building, cooking, shelter etc. Children learn to manage and risk assess activities such as fire lighting and using tools.</p>	<p style="text-align: center;"><b>Monitoring</b></p> <p>Learning Walks Pupil Voice Floor books Outdoor planning</p>	<p style="text-align: center;"><b>Outcomes</b></p> <p>Children will develop skills in fire lighting and using tools to support them with basic survival skills. They will be able to create art with natural resources using the outdoors for inspiration. Children will be confident and solve problems within nature. They will further develop their health and well being, physical and social skills.</p>
<p style="text-align: center;"><b>Disadvantaged Pupils</b></p> <p>Quality First Teaching Planned additional support from adults (and as required)</p>	<p style="text-align: center;"><b>Transition</b></p> <p>Information and data sharing with class teachers – being outdoors helps teachers to assess children's personalities and attitudes. Its shows how they solve problems,</p>	<p style="text-align: center;"><b>CPD</b></p> <p>Support from Eden project with planning and CPD. Staff meeting time to support planning to weave outdoors into weekly curriculum.</p>	<p style="text-align: center;"><b>Strengths</b></p> <p>Skilled forest school leader delivering forest school sessions to all children. Forest school area, shelter and resources.</p>	<p style="text-align: center;"><b>Next Steps</b></p> <p>To create certificates for children to earn for their newly learnt forest school skills. Forest school leaders to assess the children in terms of fire lighting skills and use of tools.</p>

<p>Outdoors offers children space for mental health support, developing language and oracy skills and thrive style activities. Standards and interventions tracked termly by SLT and PP Lead Planned interventions as required</p>	<p>persevere, levels of creativity and levels of resilience and negotiating, teamworking skills. Links with secondary school to share information</p>	<p>Literacy outdoors – inspiring activities and ideas session in staff meeting time.</p>	<p>Rainforest planting to create more outdoor learning space and opportunities.</p>	<p>To expand subjects taught outdoors to include dance, music, ICT and further develop it's use in literacy for poetry.</p>
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