



Wellington Primary

Outdoor Learning Curriculum

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Continuous Provision Curriculum Map

Curriculum Aims

NC Aims



To help boost children's personal and social skills, communication, motivation, physical skills, knowledge and understanding while learning and exploring outdoors.

To deliver a high-quality education tailored for all children, especially important for children from disadvantaged backgrounds in the early years of their education.

EYFS into KS1 Coverage

NC Objectives

EYFS

Explore the natural world around them.

Provide children with frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us

- The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important, like gathering the materials they need to make a den before they start building. These are ways of helping children to develop the characteristics of effective learning.

	Autumn Term	Spring Term	Summer Term

<p>Nursery</p>	<p>Linked to the Rhyme- Incy Wincy Explore spiderwebs outdoors.</p>  <p>Use magnifying glasses to take a look.</p>  <p>Using a big ball of string children can create a spider web outdoors.</p>  <p>Develop their movement, balancing, riding (scooters, trikes and bikes. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>When moving along the obstacle course.</p>	<p>To help every child to develop their language</p> <p>Adults to model support and scaffold language when learning outdoors. Introducing new vocabulary.</p> <p>Respond to new experiences that you bring to their attention.</p> <p>Regularly provide new materials and interesting things for children to explore and investigate. Give them the opportunity to observe changes in living things in the setting, and around the local environment.</p>  <p>Link to story- We're going on a bear hunt- Explore sounds made by stepping on leaves. Explore ice melting.</p>	<p>Respond to new experiences that you bring to their attention.</p> <p>Regularly provide new materials and interesting things for children to explore and investigate. Give them the opportunity to observe changes in living things in the setting, and around the local environment.</p> <p>Develop social phrases</p> <p>Linked to shop role play outdoors- "How can I help you.." "that's 5p please."</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Begin to understand the need to respect and care for the natural environment</p>	<p>Respond to new experiences that you bring to their attention.</p> <p>Sing a large repertoire of songs.</p> <p>Adults to model singing on outdoor stage and get children enthused about performing and singing.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues outdoors.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>When counting natural materials, setting up a table for tea. Plant seeds and care for</p>	<p>.Understand 'why' questions, like: "Why do you think the water disappeared (looking at a puddle drying up.. or doll's clothes drying in the sun. .Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. .Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Adults to set up outdoor role play area- carwash. Adult to model taking turns and language used at the carwash. Discuss routes and locations, using words like 'in front of' and 'behind', when using bikes and scooters.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Use large-muscle movements to wave flags and streamers, Using large paint brushes to make marks.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name with large paint brushes on the floor. Explore and talk about different forces they can feel, Draw children's attention to forces. Outdoor suggestions: • how the water pushes up when they try to push a plastic boat</p>
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Watching water swish in a bucket when they mix it with a stick..

Play with one or more other children, extending and elaborating play ideas.

and all living things.

growing plants.

under it •
how they can stretch elastic, snap a twig, but cannot bend a metal rod •
magnetic attraction and repulsion

<p>Reception</p>	<p>Depth in early learning is much more important than covering lots of things in a superficial way. Adults help develop a sense of awe and wonder when playing outside. Use new vocabulary throughout the day.</p> <p>Count objects, actions and sounds in the outdoors- planes going over....</p> <p>Explore the natural world around them. Provide children with frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care</p>	<p>To help every child to develop their language Adults to model support and scaffold language when learning outdoors. Introducing new vocabulary.</p> <p>Develop critical thinking skills</p> <p>Sort materials. For example, leaves, flowers, seeds.</p> <p>Use new vocabulary through the day.</p> <p>In the outdoor area , children are given the opportunity to read labels, blending sounds into words, so that they can read short words made up of known letter– sound correspondences</p> <p>Link the number symbol (numeral) with its cardinal number value , When</p>	<p>Music</p> <p>Introduce children to different styles of music and art</p> <p>Play different types of music on outdoor stage, encourage children to respond to music through movement and instruments,</p> <p>Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Adults re-cast children’s responses adding the correct tense and adventurous vocabulary.</p> <p>Continue, copy and create repeating patterns, using natural materials outdoors,</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Help children to come up with their own ideas and explanations</p> <p>Understand ‘why’ questions, like: Why do you think your shadow is so long?”</p> <p>Use new vocabulary throughout the day.</p> <p>Compare length, weight and capacity in outdoor environment, For example..how many cups can the jug fill in the outdoor kitchen....</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Respond to new experiences that you bring to their attention.</p> <p>Involve children in making decisions about science experiments: what might we feed the plants to make them grow? Why did these plants wilt? Use new vocabulary through the day. In the outdoor area , children are given the opportunity to read signs, recipes, instructions and labels blending sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10, adult introducing addition when children are using the</p>	<p>Use new vocabulary throughout the day.</p> <p>Show resilience and perseverance in the face of challenge. When building a den.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Children to create own role play on the hill for Focus story - Tiddler.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. In the outdoor role play areas, adult to model writing phone messages, recipes and invitations</p>
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	for the natural world around us	stacking crates, pots and pans in the outdoor kitchen..	<p>Guide children’s understanding by drawing children’s attention to the weather and seasonal features. For example, making kites on windy days.</p> <p>Provide opportunities for children to note and record the weather.</p> <p>Select texts to share with the children about the changing seasons.</p> <p>Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play.</p>		outdoor environment.	
Year 1	Focus texts – The tiger who came to tea, Elmer, Goldilocks and just the one bear, Peace at last.	Focus texts - Nurse Clementine, Funnybones and Cinderella. Developing children’s	Focus texts - The lonely beast, Where the wild things are and Mixed up fairy tales. Focus on: weather and	Focus texts - Beegu, Alien school, Look up and A great big cuddle.	Focus texts - Toys in space, Traction man. Theme working together-making the	Focus texts - Lila and the secret of rain, Handa surprise, Handa’s hen and One day on our blue planet.

	<p>Welcome to outdoor learning – focuses on: writing, reading, vocabulary, maths, fine motor skills, locational knowledge and higher order thinking.</p> <p>Focus on key texts throughout the outdoors building on children’s curiosity, understanding of the books and exploration.</p> <p>Performing and retelling the story of Elmer and the tiger who came to tea.</p> <p>Maths – counting objects, tea party counting, addition and subtraction using natural resources helps towards number recognition.</p> <p>Geography – local area walk. News reporters for the weather, observing the natural environment, making</p>	<p>critical thinking skills – role of the adult to model, scaffold and question.</p> <p>Role play- funnybones song, using musical instruments, singing. Participate in discussions, presentations , performances , role play, improvisations. Take turns when talking and listening.</p> <p>Construction – fine motor skills, develop and build creativity – higher order thinking and questioning-making funnybones park.</p> <p>Opportunities for phonics using water and natural materials.</p> <p>Maths- shape hunt, shape games. Use of key vocabulary.</p> <p>Science- human body drawing, using natural resources to make the</p>	<p>plants this term. Children to have a go watering and planting seeds into pots in the construction area.</p> <p>Children to understand the effect of changing seasons on the natural world around them – to go on a walk around the school grounds.</p> <p>Stage area – fairytale based- To voice opinions about a text - favourite part and least favourite part.</p>	<p>Space focus outdoor area theme.</p> <p>Writing area: Writing their own alien story. Splat real words and alien words.</p> <p>Focus throughout areas: Children to ask relevant questions to extend their understanding and knowledge.</p> <p>Maths- space counting, times tables. Compare length, weight and capacity in outdoor environment.</p> <p>Space station role play- as if in a rocket.</p>	<p>right decisions.</p> <p>Chalk drawing – writing, using speech bubbles (the different characters in alien school).</p> <p>Role play- space station focus on: Participate in discussions, presentation, performances , role play, improvisations. Take turns when talking.</p> <p>Investigating different materials outdoors – children to use natural resources and carry out different investigations - outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>Theme- safari, animals.</p> <p>Role play- safari, animals, reporters, weather. Focus on money in safari park .</p> <p>Survival skills – building, constructing – hands on experience. Build a den, Make a bird feeder.</p> <p>Investigate different animal sounds.</p> <p>Create land art using different natural resources on playground.</p>
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	weather instruments.	human body and label.				
Year 2	<p>Introduction to using the outdoors to facilitate some lessons.</p> <p>Focus on map skills (map of the school- finding the different locations).</p> <p>Walk around local area and playground – observing the nature around them.</p> <p>Focus text – Gruffalo – using natural resources (sticks, leaves) to make the Gruffalo.</p> <p>Looking for leaves hunt around the school</p> 	<p>Focus on plants. Using the natural area and plant some seeds. Looking after the plants and understanding the plant life cycle.</p> <p>Science: Minibeast hunt.</p> <p>Art- using natural resources to create different textiles. <i>Texture</i>-Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel.</p>	<p>Art: Using natural resources such as leaves to make rubbings to collect textures and pattern.</p> <p>Seaside day exploration on playground.</p>			