

'Caring, Curious and Confident'

Curry Rivel Church of England Primary School



Curriculum Overview: Outdoor Learning.

Our curriculum approach to Outdoor Learning reflects our vision 'Caring, Curious and Confident'. In particular, we aim for pupils to develop curiosity in Outdoor Learning as well as providing opportunities to work co-operatively with others and become confident and resourceful learners.

Intent

We recognise that Outdoor Learning is unique and includes its own substantive knowledge, disciplinary knowledge and skills. We are a six-class school and nursery, with mixed age classes. Due to demographic changes and unpredictable in-year admission numbers, our class structure is not guaranteed to be the same year after year. Therefore, we have sequenced the content of Outdoor Learning using a two year 'rolling programme' for each class (Reception, Year 1 and Year 2) which ensures that whatever path a pupil takes through the school, the National Curriculum content is covered. More importantly, our curriculum is a 'spiral curriculum' in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity.

In Outdoor Learning, knowledge and skills are taught through 'challenges' which are progressive, allowing children to make links with previous learning. The following focus areas are taught throughout Key Stage 1.

1. The Great Outdoors

- Maps skills
- Team Building Challenges
- Orienteering

2. Sustainability

- Reduce, Reuse, Recycle
- Design and Build challenges

3. Botany and Ecology

- Classification / Habitats / Mini-Beasts
- Classification / Habitats / Trees
- Classification / Birds
- Classification / Flowers

Implementation

- Each class is taught Outdoor Learning weekly for half a term every term.
- High expectations and 'Cultural Capital' is gained by:
 - Using **high quality literature and texts** across the curriculum.
 - Valuing '**oracy**' and teaching high-level **vocabulary**.
 - Using '**authentic**' high quality resources.
 - Making links to '**Primary Futures**' which shows children how what they are learning at school can lead to an interesting, exciting future, job or career.
- Teachers use 'Assessment for Learning' strategies including 'fast feedback' to check learners' understanding, identify misconceptions accurately and provide clear, direct feedback.
- Outdoor Learning throughout the curriculum will be monitored on a termly basis by the teacher responsible for leading outdoor learning.
- In Outdoor Learning we develop sticky knowledge by:
 - Building opportunities for retrieval practice within the topic E.g. Through low stakes mini-quizzes, use of flash cards, multiple choice questions or short 'Q and A' activities.
 - Using 'Flashbacks' to retrieve knowledge and skills from last week, last term and last year.
 - Using knowledge organisers.
 - Integrating new knowledge into larger key concepts

Impact

Through the teaching of Outdoor Learning we aim to develop the following skills in our children.

- An appreciation of the outdoors
 - Encourage a healthy and active lifestyle
 - Develop important team work and communication skills
 - Understanding potential risks and hazards
 - Develop independence and individualism
 - Build resilience and develop problem solving skills
 - Encourage a questioning approach to learning and a desire to learn more
- We want children to be able to talk confidently about what they have learned and how this is connected to other units of work they have been taught.
 - The teacher leading Outdoor Learning will use a range of tools to evaluate the Outdoor Learning curriculum including end of unit reflections and pupil interviews. They will ask:
 - Is the curriculum working- what do assessments tell me? Are children progressing?

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- What impact is the curriculum having? If children are not progressing, is my subject sequenced correctly? Are layers of learning there? Are we revisiting things enough? Is teacher subject knowledge good enough? Are we meeting the needs of SEND pupils?
- What can/cannot children do? What have they learned/not learned? How do I know?
- What is this telling me about the organisation and sequence of the Outdoor Learning curriculum?

Reviewed by Ali Pook and Vicky Collard (July 2021)