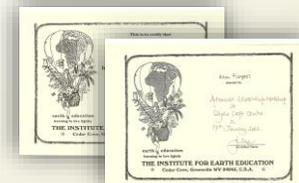


# Outdoor Learning

@ Errington Primary School

Underpinning principles and provision mapping.

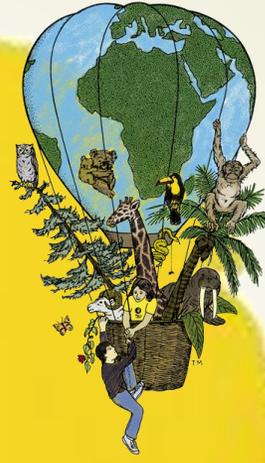
Allan Fishpool – EVC



# 3 Core Strands...

- Enrichment of curriculum
- Field work (Science and Geography)
- Stimulus for the creative arts
- PSHE / Wellbeing
- Environment for 'real world' practical application

## EARTH EDUCATION



- Environmental Education
- Principles of Forest Schools
- Earth walks
- Sensory experiences

- PE and Physical Activity
- Adventurous experiences
- Competitive sports (e.g. orienteering)
- Team Building
- Personal development

# OUTDOOR CLASSROOM



## OUTDOOR AND ADVENTUROUS ACTIVITIES



# Progression within O.A.A Curriculum

<b>Year 1</b>  <b>OAA</b>  <b>(OAA cluster competition)</b>	To meet Physical challenges to solve tasks  Choose and apply strategies to solve Tasks  To cooperate with others to achieve a joint purpose  To be aware of safety for themselves and others	To be able to communicate ideas physically and verbally  To be aware of safety for themselves and others  Children able to think through and plans solutions to problems
	Exploring the school and surrounds  To follow simple routes and trails  To interpret a simple Plan (map)  To co-operate with others	Exploring the school and surrounds  To follow simple routes and trails  To interpret a simple Plan (map)  To co-operate with others

<b>Year 2</b>  <b>OAA</b>	Team building Activities  Simple orienteering: Treasure / scavenger hunts	Problem solving  Teamwork  Communication
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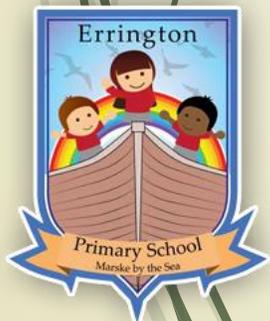
<b>Year 3</b>  <b>OAA</b>	Communicate effectively in pairs / small team  Solve problems (including simple orienteering)  Evaluate performance / modify plan	Show resilience  Identify / explore different roles within group  Be able to act as leader + follow a leader
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## Key / Explanation of terms:

The success criteria is sub-divided into Thinking / Social / Physical:

- Thinking me    
  - Social me    
  - Physical me

*(There is often inter-play between categories... however the colour indicates your assessment focus)*



Taken from CSSP provision map...

# Progression within O.A.A Curriculum

## Year 4

OAA	Follow simple plans and maps on school site	Can orientate map and navigate simple course
	Work in small groups on challenges	Can work with others co-operatively
	Team building activities	Can take different roles in a team.

## Year 5

OAA	Participate in a range of OAA activities with increasing challenge	Can work with others co-operatively
	Follow and plan routes on a map	Accurately read an interpret map symbols and control markers
	Complete team challenges	Participate in challenging activities

## Year 6

OAA (Mountain Biking cluster competition)	Participate in a range of OAA activities with increasing challenge	Can work with others co-operatively
	Follow and plan routes on a map	Accurately read an interpret map symbols and control markers
	Complete team challenges	Participate in challenging activities

### Key / Explanation of terms:

The success criteria is sub-divided into Thinking / Social / Physical:

■ - Thinking me   
 ■ - Social me   
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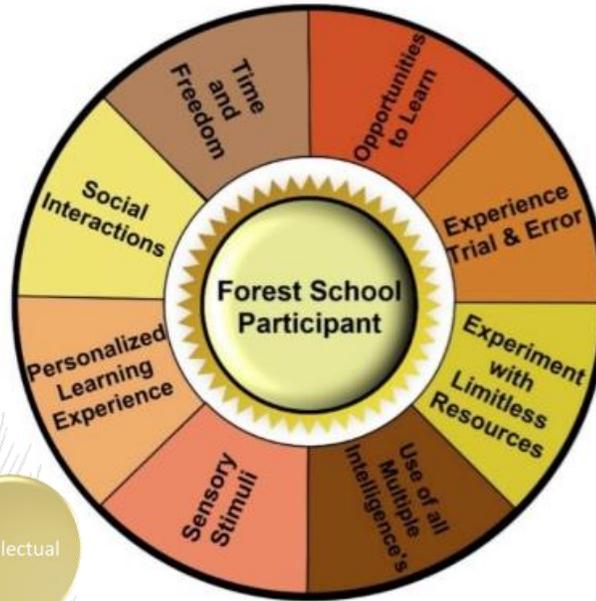
# The Archimedes Forest Schools Model<sup>©</sup>

- Everyone
- Neuroscience
- Emotional Wealth
- Relationships
- Generation of ideas
- Yearly

- **Physical** – Movement and kinesthesia, our bodies are biological and are linked to health and wellbeing
- **Intellectual** – thinking and problem solving, understanding and reflecting on what works and what doesn't
- **Linguistic** – Verbal and non verbal communication and methods to express ideas and thoughts
- **Emotional** – this includes our
  - Consciousness
  - Self
  - Peers
  - Adults
  - Control
  - Catalyst
- **Social**
  - Community
  - Companionship
  - Compassion
- **Spiritual**
  - Awe
  - Wonder
  - Sense of self and place in the magnitude of life
  - Altruism



Archimedes proposes that the basic objective of the Forest Schools programme is that of supporting the holistic development of an individual, nurtured through connection with the outdoor woodland environment and open spaces in order to facilitate the notion of a 'capable learner' who is able to become 'Personally Sustainable'.



- Each session will include opportunities for:
- Freedom to explore and discover
  - Have access to a multitude of loose parts
  - Be free flowing and follow intrinsic motivations and catalysts presented in a dynamic way
  - The children to be the leaders of their own learning
  - Curiosity to be encouraged and supported

- Each Session has planned the opportunity to **Review** – look back over what has happened and to **Reflect** – so the children can make sense of the experience, their role and their relationship with others and the environment.
- This process is essential for the long term Forest Schools program to have maximum impact and neurological development and holistic learning.
- Without reflection we have no learning

## The Principles of Earth Education and Forest Schools

# Resources

## Earth Education Day

### Activities:

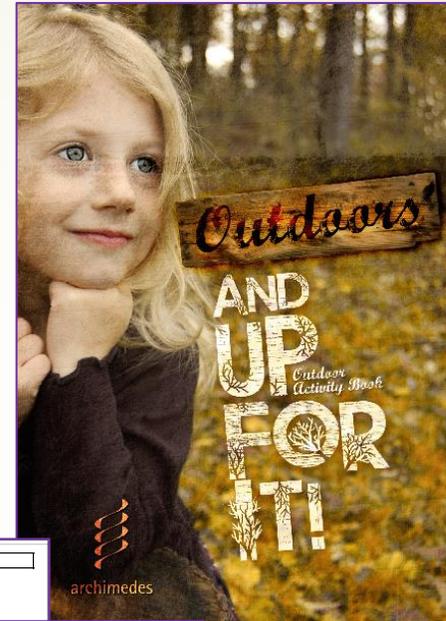
- Secret Spot** – Children are asked to find their own tranquil spots within a given area and sit for couple of minutes. As the children return they have to give one word for feelings about being in their secret spot. Words can then be turned into a poem later or descriptive writing.
- Angles** – Children are seated at varying different points in open terrain and asked to look at an object (tree, land feature etc). When they are asked to return they are asked for a word about the object, or write it down and the words are turned into a shape poem in the shape of the object.
- Colour Matching** – colour charts from deluxe etc given and pupils have to match natural objects (leaves etc) to be done with double sided sticky tape on card so objects can be fixed to them. Shades of brown, green etc.
- Picture Frames** – Using viewfinder to find interesting viewpoints, link to sketching.
- Eye in the Sky** – Children hold mirrors under their chin whilst a partner leads them around the woodland. They continue to look into the mirrors all the time, giving the impression that they are walking on the clouds etc.
- Smelly cocktails** – using plastic, throw away, cups the pupils collect organic objects to make a cocktail (nothing animal) they then take a stick to stir it and add special water (bottle with food colouring) to bring out smells. They then give it a name and share the smells with other people in the group. Cocktail party ends with a toast and throwing the contents of cups over shoulders.
- Leafy Talent Show** – Children choose a leaf, give it a name and then perform in an open air talent show, allowing the leaf to fall to the ground, commenting on the decent.
- Branch shadow images** – In a woody location the children are grouped together and asked to describe the shapes created by the light coming through the tree branches. Can begin the activity asking the children to find triangles, circles, smiley faces etc.

collection of dead wood. in that it contains a magical viewing glass (kitchen losing other eye and then describe the kingdom, etc.

by creating a frame of an image, shared in form of

## PE – Key Stage 2 OAA (Team Work / Leadership)

Week	Intended Learning Outcomes	Teaching and Learning Opportunities and Activities	Resource Implications
Intro	Children will actively work in pairs / group and take on roles within the team	Objectives each week will allow children to explore and develop teamwork and problem solving through <b>Plan, Do, Check, Act, PDCA</b> model. Aim: to allow a model for assessment to be explored.	
1	<b>Pupils are able to communicate effectively To understand leader role within a group Pupils: Plan, Do, Check &amp; Act on challenges</b>	<b>Introduction:</b> General intro to teamwork + games (blindfold – trust) / hoops, human knot (identify initial leaders) <b>Inside:</b> Tower Task 2 <sup>nd</sup> half: Magic Cane / Photo finish / TEG NE REDRO challenges	Blindfolds / canes / newspaper / hoops <a href="http://www.venturerecreation.co.uk/">http://www.venturerecreation.co.uk/</a>
2	<b>OCEAN EXPLORERS Pupils should identify and explore roles within teams, overcoming challenges</b>	<b>Themed intro:</b> Shipwrecked / smugglers and coastguard. <b>Activities:</b> Perfect Square challenge / Knot Experts (leader role) / H2O (Trim Trail) Challenge / Magic Carpet / Ocean co-ordinates.	Ropes / bibs / cups / buckets / map (grid) cones / printed letters
3	<b>PEER TUTORING – rest of KS2 Pupils take on given roles within a group to be able to complete tasks</b>	EARTH WALK – Take whole group on short Earth Walk (activities) Challenges – <b>????</b>	Bibs Earth Education BAG
4	<b>ORIENTEERING / COMPASS – introduction sessions PROBLEM SOLVING – assessment of Learning Objectives covered</b>	Orienteering – Simple STAR course, possibly timed (competition) Compass – Intro to taking bearings / pacing (could be followed up) Teamwork Challenges – Farmer Challenge / Pig Pen / Stepping stones / Sheepdog Trials	School map Compasses Challenge cards – ropes / blindfolds / canes / steps
5	<b>ARCHERY TASTER SESSION</b>	Archery sessions – 3 x 45min starting at 12:45 – 15:00	



- Research
- Medium Term planning
- Lesson planning
- Activity / session ideas

### HOOP-y LOOPY Lesson!!! (KS1 – OAA, Team Work)

**Aim:** Introduction to team work, Leader role and effective communication.

**Equipment:** Hoops (various sizes) / Cones / Hall or field space

**Warm up: Hop in a Hoop**

- Hoops scattered all over the hall and of different sizes. Ask learners to travel around the room in different ways (perhaps ask for suggestions). Every so often they have to stop in a group of 3 and perform a larger number or too little.

### OAA KS1 Lesson Two – Ocean Explorers

**Intro Activity (Skill):**

- Explain that responsibility will introduce
- Arrange puppets and they read right circle, repeat for rig Doctor, who children, The continual

**Skill Practice: Hoop Re**

- Re-arrange the pairs. Two pairs 5m apart, facing which given a pick up the hands and carry then pick it up position pair A return

### OAA KS1 Lesson Three – Parachute Games

**Intro Activity (Skill):**

- Pupils split into Explain to the and in order to only and no other a way of work with a plan. This Support – Keep

**Skill Practice: Ocean c**

- TA arrange a 3 or 4 must beg and link hands navigate the oce coastline. (Rope position. Team of route planning, h hoops.

**Games: Sharks and Sail**

- Various games that require the and work as a team.

**Warm Down: Washing machine**

- Carefully have one child sit in up slowly so that the chute is the count of 3 pull the para- resulting in the child spinning machine.

### ADDITIONAL CHALLENGE

- **NUMBERS:** have large numbers (pupils must touch all in order to be as quick circle at any one time.) be shortened by moving pre-planned each, count beaten.

### BLINDFOLD GAMES

- Animal pairs

### OAA Lesson Four – Circle Games (Competition)

**Aim:** To introduce an element of competition, using principles of 'Compete to Learn, Learn to Compete' (PLT Training 2012)

**Equipment:** Soft Balls

**Warm up:** Rock Paper Scissors – Endless competition 'experience winning / losing'

- Children are asked to pair up in a space around the room and to play RPS. Then the teacher explains that all the winners are to go to one half of the room and all the losers are to go to the other half. They then find a new partner and play again. The process is repeated and the winners and losers continue to cross the hall accordingly. **Teaching point: discuss emotions / its ok to win & lose. (Support Staff to ensure that children are kept on task)**

**Circle Activities (Skills):** Various games to allow competition / experience winning and losing

- **Numbers** – Get class into a circle and number round it 1,2,3,4,1,2,3,4 etc... pupils are given a number and the children with that number must stand up and run around the circle in a clock wise direction. H&S – stress importance of keeping hands in. vary the commands by saying, hop round, and jump round.

- **Pirate Treasure** – using the same numbers as the previous game. When the numbers are called out the pupils must stand up, run round the circle and then enter it using their space. They race to see who can get round the circle and into the middle to collect a ball first.

- **Ball Catching / running** – A ball is passed from an adult stood in the centre of the circle whilst the children run round the circle one by one. **Teaching points: Question the children, which should be quicker? What is important? (concentration / focus)**

- **ONE Hand / TWO Balls** – ask all the children to stand up in their circle and join feet together so that there is a continuous circle of arches made by pupils. They then have to put one hand behind their back and two balls are introduced into the circle. They are out if the ball goes between their legs or if they throw the ball out of the circle over someone's body. **Teaching point: watch for 2 hands being used.**

**Warm Down: TIME BOMB – calm and concentration**

- Now that the children are in a space within the hall explain that a ball (possibly two) will be passed around the hall from person to person. If the ball is dropped, the bomb, explodes and that pupil is out. They can sit in a line ready for the end of the lesson. **Teaching point: Add a ticking time bomb if needed! (Support staff to organise the line)**

Inspiring leaders to improve children's lives

**National College for School Leadership**  
Schools and academies

**Research Associate report**  
Tom Pether, Head of Teaching and Learning, Blackstock Community Primary School, Devon

**Leadership for embedding outdoor learning within the primary curriculum**  
Spring 2012

curriculum for excellence through outdoor learning

**Institute for Outdoor Learning**

**About Outdoor Learning**

Outdoor Learning is a broad term that includes discovery, experimentation, learning about and connecting to the natural world, and engaging in environmental and adventure activities.

Formal examples include woodland and coastal learning, multi-day expeditions, youth or community activity courses, school residential trips, ski training experiences, outdoor and adventure sports coaching.

Outdoor learning involves the transformation of knowledge, skills, attitudes or behaviours through direct engagement with the outdoor environment for the personal and social benefit of individuals, families, society and the planet.

Helps pupils reflect and learn about themselves, each other and connect with the environment

Academic achievement, personal & emotional well-being, responsibility, wellbeing & mental health

Integrating activity and learning

Appreciation and raising awareness of place and environment

Care for the global environment

**Draft June 2018 v1.4**

**Describing a childhood progression in outdoor learning**

Mapping the range of outdoor learning interventions designed to enable children and young people to form a healthy, developmental and sustainable self-led relationship with the natural environment

**Institute for Outdoor Learning**

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