

## **NAWTON AND ROSEDALE ABBEY COMMUNITY PRIMARY SCHOOLS FEDERATION**

### **CURRICULUM STATEMENT FOR OUTDOOR LEARNING**

#### **Rationale:**

- Empower children to take ownership of their learning, allowing their minds and bodies to thrive.
- Encourage children to develop the skills to solve problems, developing resilient and reflective learners.
- Develop skills of communication, cooperation and collaborative learning.
- Provide a challenging, safe and secure environment within which children can take and manage risks.
- Encourage close links with parents and the school in celebrating our outdoor space and the rich learning that can take place within it.
- Encourage children to care for their environment

Outdoor Learning is a broad term that includes: outdoor play, school grounds projects, environmental education, recreational and adventure activities, and personal and social development.

Outdoor Learning does not have a clearly defined boundary but it does have a common core. Outdoor learning can provide a dramatic contrast to the indoor classroom. There is strong evidence that good quality learning outside the classroom adds much value to classroom learning. It leads to a deeper understanding of concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone. Direct experience outdoors is powerful, motivating and has impact and credibility and can impact positively on behaviour. Through skilled teaching, outdoor experiences readily become a stimulating source of fascination, personal growth and can lead to breakthroughs in learning. Outdoor Learning can help to bring learning alive. For that reason the outdoors can have an impact on areas of the curriculum as diverse as imaginative writing and personal and social development. Outdoor learning also provides experiential opportunities allowing pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change.

#### **The Outdoor Learning Curriculum aims to:**

- bring learning to life and provide a broad and balanced curriculum
- increase pupils 'cultural capital' and give them a range of experiences beyond the core curriculum
- promote team-work and communication skills
- enable children to take on challenges and be risk-takers in their learning
- for children to recognise that they may have a greater sense of wellbeing from spending time outdoors
- move their bodies and be healthier
- develop a connection with the natural environment

- learn about their local area and surroundings
- be committed to taking care of our planet

**Intent:**

Outdoor Learning is an important part of pupils learning in the Nawton and Rosedale Abbey Federation. It positively contributes to the wellbeing, health and learning of all of our pupils and actively contributes to the Federation SPIRIT.

Our Outdoor Learning Policy aims to foster children's love of learning. The Nawton and Rosedale Abbey Federation believe that all children have the right to experience the unique and special nature of being outdoors. We further strongly believe that it is important to enable children to use the outside environment as a context for learning.

'Every young person should experience the world beyond the classroom as an essential part of learning and personal development whatever their age, ability and circumstances.' - The Learning Outside the Classroom (LOtC) Manifesto 2006.

**Implementation:****Early Years Foundation Stage:**

Within the EYFS pupils have daily access to a purpose built outdoor area. These are resourced to provide age-appropriate learning experiences to stretch and challenge pupils in line with the EYFS curriculum. During child-initiated learning pupils have free-flow access to their outdoor area and can choose to learn outdoors throughout the year. Learning experiences and resources enable pupils to explore the natural environment, seasons and their own interests and fascinations.

Pupils in the Nursery and Reception also have access to weekly Forest School sessions with a Level 3 trained teacher in the Forest Schools Area at Nawton Community Primary School.

**Key Stage 1 and Key Stage 2:**

The outdoor environment is used across the National Curriculum to bring learning to life and make it 'hands-on' and relevant. Pupils are given regular opportunities to engage with planned Learning Outside the Classroom (LOtC) where their curriculum objectives take place outdoors.

The Outdoor Learning Policy will be developed over three years with the intention of all curriculum areas having key aspects of the curriculum delivered and enhanced through Outdoor Learning leading to learners' remembering more.

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| Phase 1<br>2024/2025 | Federation – All year groups | <p><b>Implement Forest Schools for all children in the Federation for ½ day per week for a minimum of 8 weeks.</b></p> <p>Implement the 6 Core principles of FS:</p> <p><b>Long Term Principle</b> - long-term process of frequent and regular sessions in a woodland or natural environment where planning, adaptation, observations and reviewing are integral elements.</p> <p><b>Nature Principle</b> - fosters a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community. It uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.</p> <p><b>Community Principle</b> - Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.</p> <p><b>Risk Principle</b> – risk assessments allow planned sessions that offer opportunities for participants to take risks.</p> <p><b>Holistic Learning Principle</b> - aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional and spiritual aspects of the learner.</p> <p><b>Leadership Principle</b> - Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification.</p> |
|                      | Rosedale Abbey CP School     | <p>Outdoor Learning used for stimulus and enhancing and reinforcing the art, geography and science curriculum:</p> <p><b><u>Year 1 and Year 2:</u></b></p> <p>ART YEAR A – Transport – Railway Museum York/ Buildings in my Village – Rosedale Abbey village</p> <p>ART YEAR B – Four Seasons – changes in nature – Forest School Area Newton CPS</p> <p>GEOGRAPHY YEAR A – Mapwork – My School and My School Grounds</p> <p>GEOGRAPHY YEAR B – Mapwork – Streets Around My Village</p> <p>SCIENCE YEAR A – Seasonal Change/ Living Things in their Habitat/ Plants</p> <p>SCIENCE YEAR B – Living Things in their Habitat/ Plants</p> <p><b><u>Year 3 and Year 4:</u></b></p> <p>ART YEAR A – Cave Paintings of Lacaux / In the style of David Hockney - Sutton Bank</p> <p>ART YEAR B – Animals in Art – Patterns in nature/ Mosica – Beadlam Roman Villa</p> <p>GEOGRAPHY YEAR A – Geography Skills and Fieldwork/ Orienteering/ River Study</p> <p>GEOGRAPHY YEAR B – Geography Skills and Fieldwork/ Orienteering/ River Study</p> <p>SCIENCE YEAR A – Rocks</p> <p>SCIENCE YEAR B – Living Things in their Habitat/ Plants</p> <p><b><u>Year 5 and Year 6:</u></b></p>  |

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|                              |                  | <p>ART YEAR B – Textiles – Felting at Sutton Bank/ Scientific Illustrations (Plants)</p> <p>GEOGRAPHY YEAR A – Geography Skills and Fieldwork/ Geocaching/ River Study</p> <p>GEOGRAPHY YEAR B – Geography Skills and Fieldwork/ Geocaching/ River Study</p> <p>SCIENCE YEAR A – Materials and their Properties/ Forces</p> <p>SCIENCE YEAR B - Living Things in their Habitat/ Evolution and Inheritance</p>   |
|                              | Nawton CP School | <p>Outdoor Learning used for stimulus and enhancing and reinforcing the art, geography and science curriculum</p> <p><b><u>Year 1 and Year 2:</u></b></p> <p>ART YEAR A – Transport – Railway Museum York/ Buildings in my Village – Nawton village</p> <p>ART YEAR B – Four Seasons – changes in nature – Forest School Area Nawton CPS</p> <p>GEOGRAPHY YEAR A – Mapwork – My School and My School Grounds</p> <p>GEOGRAPHY YEAR B – Mapwork – Streets Around My Village</p> <p>SCIENCE YEAR A – Seasonal Change/ Living Things in their Habitat/ Plants</p> <p>SCIENCE YEAR B – Living Things in their Habitat/ Plants</p> <p><b><u>Year 3 and Year 4:</u></b></p> <p>ART YEAR A – Cave Paintings of Lacaux / In the style of David Hockney - Sutton Bank</p> <p>ART YEAR B – Animals in Art – Patterns in nature/ Mosaic – Beadlam Roman Villa</p> <p>GEOGRAPHY YEAR A – Geography Skills and Fieldwork/ Geo-caching and Orienteering/ Village study</p> <p>GEOGRAPHY YEAR B – Geography Skills and Fieldwork/ Geo-caching and Orienteering/ Village study</p> <p>SCIENCE YEAR A – Rocks</p> <p>SCIENCE YEAR B – Living Things in their Habitat/ Plants</p> <p><b><u>Year 5 and Year 6:</u></b></p> <p>ART YEAR B – Textiles – Felting at Sutton Bank/ Scientific Illustrations (Plants)</p> <p>GEOGRAPHY YEAR A – Geography Skills and Fieldwork/ Geocaching/ River Study</p> <p>GEOGRAPHY YEAR B – Geography Skills and Fieldwork/ Geocaching/ River Study</p> <p>SCIENCE YEAR A – Materials and their Properties/ Forces</p> <p>SCIENCE YEAR B - Living Things in their Habitat/ Evolution and Inheritance</p> |
| <b>Phase 2<br/>2025/2026</b> | Rosedale Abbey   | <p>Continue to embed the use of Outdoor Learning for stimulus and enhancing and reinforcing the art, geography and science curriculum.</p> <p>Develop and complete the outdoor classroom with raised water environment and minibeast habitats.</p> <p>Use outdoor Learning to enhance and reinforce learning in mathematics, reading, writing and oracy.</p> <p><b><u>MATHEMATICS:</u></b></p> <p>Teachers to clearly identify in planning opportunities in the Spine Materials for:</p> <p><b><u>Making Abstract Concepts Concrete</u></b></p>   |
|                              | Nawton CP School |   |

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|  |  | <p>Counting natural objects (stones, leaves, cones)</p> <p>Comparing lengths using sticks</p> <p>Exploring symmetry with natural materials</p> <p>Building arrays with cones, hoops, or natural items</p> <p>Using shadows to explore angles and measurement</p> <p><u>Developing mathematical thinking and oracy:</u></p> <p>“How can we build the tallest stable tower?”</p> <p>“Which route is the shortest?”</p> <p>“How many ways can we group these objects?”</p> <p>“What patterns can you create with what you <u>find</u>?”</p> <p><u>Building number sense through movement:</u></p> <p>Number lines chalked on the playground</p> <p>Jumping in multiples</p> <p>Human number lines (ordering themselves)</p> <p>Running maths relays (e.g., find something longer than 10cm)</p> <p><u>Using the environment for measurement:</u></p> <p>Length</p> <p>Measuring playground equipment</p> <p>Estimating and checking distances</p> <p>Comparing stick lengths</p> <p>Time</p> <p>How long does it take to run a lap?</p> <p>How many star jumps in 30 seconds?</p> <p>Capacity &amp; Mass</p> <p>Filling containers with sand, water, leaves</p> <p>Comparing weights using buckets and balances</p> <p><u>Developing geometry through exploration:</u></p> <p>Identifying shapes in buildings, fences, and playground markings</p> <p>Creating 2D shapes with ropes or chalk</p> <p>Building 3D shapes with sticks and connectors</p> <p>Exploring angles using shadows or pathways</p> <p><u>Embedding mathematics in real world concepts:</u></p> <p>Mapping the school grounds</p> <p>Collecting and representing data (e.g., minibeasts, traffic, weather)</p> <p>Budgeting for a garden project</p> |
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|  |  | <p>Designing playground improvements using scale and area</p> <p><b><u>READING:</u></b></p> <p><u>Building vocabulary through experience:</u></p> <p>Naming natural objects (buds, bark, pebbles, roots)</p> <p>Using precise adjectives (smooth, jagged, damp, hollow)</p> <p>Exploring verbs through movement (dart, swoop, creep, scramble)</p> <p>Collecting “word treasures” on clipboards or in vocabulary jars</p> <p><u>Strengthening comprehension through context:</u></p> <p>Re-enacting scenes from books</p> <p>Exploring settings similar to those in stories</p> <p>Using the outdoors to visualise characters’ journeys</p> <p>Predicting what might happen next based on the environment</p> <p><u>Boost Oracy to support reading:</u></p> <p>Storytelling circles</p> <p>Retelling stories using natural props</p> <p>Hot-seating characters in outdoor spaces</p> <p>Partner talk while exploring the environment</p> <p><u>Developing retrieval and inference skills:</u></p> <p>“Find something that shows...” (e.g., danger, calm, mystery)</p> <p>“Which object best represents this character and why?”</p> <p>“Where would this character hide? How do you know?”</p> <p><b><u>WRITING:</u></b></p> <p><u>Enrich writing through sensory experiences:</u></p> <p>Touching textures → <i>rough, brittle, velvety, grainy</i></p> <ul style="list-style-type: none"> <li>• Hearing sounds → <i>rustling, echoing, distant, rhythmic</i></li> <li>• Smelling scents → <i>earthy, sharp, smoky, sweet</i></li> <li>• Observing movement → <i>drifting, darting, spiralling</i></li> </ul> <p><u>Strengthen setting descriptions:</u></p> <p>Explore a woodland, playground, or field as a “story setting”</p> <ul style="list-style-type: none"> <li>• Collect sensory notes on clipboards</li> <li>• Use natural objects as “story clues”</li> <li>• Sit quietly for 60 seconds and record what they notice</li> </ul> <p><u>Bring characters to life:</u></p> <p>Hot-seat characters in different outdoor locations</p> <ul style="list-style-type: none"> <li>• Use natural materials to create character artefacts</li> </ul> |
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- Act out key scenes before writing
- Build character “journey paths” around the grounds

Develop narrative structure through exploration:

Follow a trail and map it as a story journey

- Use landmarks as story beats (beginning → problem → climax → resolution)
- Create “story stations” around the playground
- Use sticks, stones, or chalk to map plot arcs

Inspire non-fiction writing

Creates purposeful opportunities

Developing cohesion:

“Who might live in this tiny hole?”

“What story does this broken branch tell?”

“What happened here before we arrived?”

**ORACY:**

Authentic Talk Opportunities:

Describe what they see, hear, and feel

Ask questions about the environment

Negotiate roles in group tasks

Explain their thinking as they explore

Develop Vocabulary Through Sensory Experiences:

Concrete nouns (“moss”, “shoreline”, “bark”)

Dynamic verbs (“fluttering”, “cracking”, “echoing”)

Sensory adjectives (“icy”, “damp”, “sun-warmed”)

Improved Confidence and Reduced Pressure:

There’s more space

Less eye contact is required

Movement reduces anxiety

Tasks feel more playful and less formal

Provides a purposeful Talk Frame:

“Describe what you notice...”

“Explain how you know...”

“Convince your partner...”

“Predict what will happen if...”

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| <b>Phase 3<br/>2026/2027</b> | Rosedale Abbey CP School | Use of Outdoor Learning for stimulus and enhancing and reinforcing the art, geography, science, mathematics, reading, writing and oracy curriculum is embedded. |
|                              | Nawton CP School         |   |

#### **Impact:**

Our Outdoor Learning curriculum is high quality, well thought out and is planned to demonstrate progression across the focus curriculum areas and identified outcomes.

We focus on progression of knowledge and skills and discreet vocabulary progression also form part of our units of work.

We measure the impact of our curriculum through the following methods:

- Completing a prior and post assessment activity
- Assessing children's understanding of topic linked vocabulary before and after the unit is taught and throughout lessons.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the childrens' practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Annual reporting of standards across the curriculum.

#### **In addition Outdoor Learning will be evaluated against how well it leads to the following outcomes:**

- Ensure that children are successful learners enabling children to develop knowledge and skills in ways that add value to their everyday learning experiences.
- Enables children to be confident individuals and impacts positively upon young children's attitudes beliefs and self-perceptions.
- Contributes towards creating independent learners with high self-esteem and selfsufficiency.
- Has a positive impact upon children's behaviour.
- Contributes towards the promotion and children's understanding of the importance of developing a Healthy lifestyle.
- Impacts positively upon children's personal and social development through:
  - ✓ developing community cohesion
  - ✓ enabling children to develop as responsible citizens who make a positive contribution to their wider community
  - ✓ creates pride in the school and wider community and promote community involvement,
  - ✓ creates a sense of belonging and responsibility.



- Raises learner's attainment; promotes and strengthens communication skills, team work and sense of cohesion.
- Motivates boys to be more active in their learning.