

A photograph of a wooded area with a picnic table and a tree trunk in the foreground, and a grassy field in the background. The scene is bathed in warm, golden light, suggesting late afternoon or early morning. The trees are lush and green, and the ground is covered in fallen leaves. A picnic table is visible in the middle ground, and a tree trunk is in the foreground on the right.

Shinewater Primary School

OUTDOOR LEARNING

Swale Academies Trust

Intent

At Shinewater, our intent is that every child should experience the world beyond the classroom as a fundamental part of their learning, and personal development.

It is important for the children to have exposure and hands on experiences in nature, through which they develop their inter and intra-personal skills.

We want children to have the opportunity to be able to explore, play, and learn outside throughout the year, whatever the weather- experiencing the seasons and natural changes around them.



Intent

Outdoor Learning is an extension of the learning that takes place in the classroom. It is therefore a vital and important part of our curriculum. While some of our Outdoor Learning is based on the Forest School values, much of the time spent outside is linked to our curriculum subjects.

Being outside, activates a child's imagination, and brings subjects to life in a real context. It stimulates their senses, and builds a firm foundation for further learning. Outdoor Learning hosts endless possibilities for cross curricular links, such as; Science, Geography, History, PSHE, Art, Maths and English.

However, Outdoor Learning also goes beyond the academic realm- it enhances personal and social skills, while increasing both physical and mental health.



Implementation

At Shinewater, we are extremely fortunate to have a our very own woodland and garden, where the children across the school have weekly Outdoor Learning sessions with Miss Logan- our Forest School Practitioner and Outdoor Learning Lead.

Whilst we are outside we adhere to some of the Forest School, guiding principles such as:

- Outdoor Learning takes place in a woodland or outside environment to support the development of a relationship between the child and the natural world.
- Our approach is learner led, child centred and experiential.
- We promote the holistic development of the children, fostering resilient, confident, independent and creative learners.
- We offer the children the opportunity to take supported risks appropriate to the environment and to themselves.



Implementation

While Outdoor learning at Shinewater is primarily implemented to enrich and enhance the children's in-school learning experiences, the children will also have opportunities to learn specific outdoor skills which enrich and enhance their intrapersonal skills.



Our school vision is to enable our pupils to flourish in our world, and outdoor learning does just this.

For example, using a flint and steel to light fires teaches children about fire safety; respect for the environment, themselves and others; working within safe boundaries- which they learn to recognise and manage themselves; and self regulation.



Impact

Since becoming an addition to our curriculum, Outdoor learning at Shinewater has had, and continues to have a huge impact on our students.

It has facilitated a depth of cross curriculum knowledge, through hands on, exciting and fun activities outside.

Through exploration of the outdoors, we have witnessed a growth in imagination and creativity amongst our students.

Through challenging activities and working in all weathers we see resilience.

Through adventurous activities and team challenges, we have seen groups become a team.



Impact

As a result of our outdoor learning lessons, our students have gained an appreciation for nature, and a greater understanding of the natural world around them.



Most of our students have contributed in some way to the development of our school grounds and garden, and value our outdoor environment and the opportunities it gives them.



Outdoor learning has positively impacted and expanded our students vocabulary, self confidence and self-esteem.

We have enabled all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves.



When our students are learning outside, we see a heightened level of engagement, a natural curiosity and energy about learning which isn't always present in the classroom.

Clubs

At shinewater we offer a variety of extracurricular outdoor clubs.

Clubs throughout the year include; Slacklining, Forest games, Mindfulness, Bushcraft, Campfire cooking, Gardening and more.

These clubs encourage our children to enjoy being outside as much as possible without the distraction of phones, computers, and video games. This has a huge impact on their mental and physical growth and wellbeing.



Enrichment opportunities

Shinewater offers numerous enrichment opportunities throughout the year for our students. These include school trips to climbing centres, local woodlands and beaches, gardens, farms and much much more.

Our annual careers fair also introduces the children to different job roles within the Outdoor industry.

Beach cleans are done by the whole school in order to educate our young people on climate change and the environmental crisis. It also teaches them to take responsibility and be proactive in the change.

Specialist visitors are invited to school to work with the children, give talks in assemblies and deliver bespoke sessions in their area.

The children grow, harvest and process their own fruit and vegetables, then turn them into jams and chutneys from the community.



The 'Blackberry Buzzards' came to Shinewater to teach year 6 all about natural dying.



Progression of skills - Exploration

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Introduction to rules and boundaries</p> <p>To dress independently and appropriately for the weather.</p>	<p>Reinforcement and practice of rules and boundaries</p> <p>To dress independently and appropriately for the weather</p>	<p>Shared reinforcement of rules and boundaries and shared risk assessment control actions</p> <p>To dress independently and appropriately for the weather</p>	<p>Shared reinforcement of rules and boundaries and shared risk assessment control actions developed</p> <p>To dress independently and appropriately for the weather</p>	<p>Personal management of rules/boundaries and risk assessment control actions</p> <p>To dress independently and appropriately for the weather</p>	<p>Personal management of rules/boundaries and risk assessment control actions</p> <p>To dress independently and appropriately for the weather</p>	<p>Personal management of rules/boundaries and risk assessment control actions</p> <p>To dress independently and appropriately for the weather</p>

Progression of skills - Fire and Cooking

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Introduction of fire safety.</p> <p>Collect firewood in groups with adult</p> <p>Observe toasting technique and popcorn.</p>	<p>Introduction of fire safety.</p> <p>Use fire steel to practice making a spark.</p> <p>Collect firewood.</p> <p>Help build a fire.</p> <p>Observe toasting technique</p>	<p>Continuation of fire safety.</p> <p>Use fire steel to practice making a spark and light cotton wool.</p> <p>Fire Triangle Collect wood and help build fire.</p> <p>Toasting Marshmallows</p>	<p>Continuation of fire safety.</p> <p>Fire Triangle Collect dry tinder and use fire steels to practice making a spark – and light cotton wool/tinder {mini fire}</p> <p>Making smores</p>	<p>Further knowledge about fire safety and fire lighting.</p> <p>Collect firewood for campfire</p> <p>Use of fire gauntlets</p> <p>Independent mini fire lighting {with supervision}</p> <p>Making dampers</p>	<p>Further knowledge about fire safety and fire lighting.</p> <p>Collect firewood for campfire</p> <p>Make small fires and keep them burning</p> <p>Cook marshmallows/dampers on own small fire</p>	<p>Further knowledge about fire safety and fire lighting.</p> <p>Collect firewood for campfire</p> <p>Maintain the large campfire/keep it burning</p> <p>Cook popcorn on campfire</p> <p>Make nettle soup</p>

Progression of skills - Nature connection

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To recognise signs of autumn/summer on school grounds</p> <p>Name a few wild animals found in the woods.</p>	<p>To recognise signs of autumn/spring on school grounds</p> <p>To identify and name a few wild plants.</p> <p>To describe the plant structure (including trees).</p> <p>To recognise deciduous and evergreen trees.</p> <p>To recognise and name a variety of common animals from amphibians - mammals</p>	<p>To recognise signs of Spring/summer on the school grounds</p> <p>To observe and describe how seeds and bulbs grow.</p> <p>To know what is needed to survive (water, food, air).</p> <p>To name and identify some trees in our grounds by using a simple ID guide.</p>	<p>To identify the signs for each season on school grounds.</p> <p>To name and identify some trees in our grounds by using a simple ID guide.</p> <p>To name animals in the school environment and group them.</p>	<p>To investigate species from the school grounds and begin to make links between them – biodiversity and ecology</p> <p>To name some common garden birds and talk about their features.</p> <p>To name the common trees in our grounds</p> <p>To be able talk about how to encourage wildlife into an area</p>	<p>To name species found on the school grounds, know where they are found and detail their habitats.</p> <p>Match leaves to their tree using ID guides.</p> <p>Name and locate plants in the woodland, and how we can use them in our cooking (ie, nettles)</p>	<p>To name species found on the school grounds, know where they are found and detail their habitats.</p> <p>Match leaves to their tree</p> <p>Use plants in the woodland to make soups and teas</p> <p>Encourage a diversity of wildlife to our grounds by building habitats (hedgehog homes, bug hotels ect)</p>

Progression of skills - Emotional Literacy and Wellbeing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop emotional literacy with feelings, language and stories at Storytime,</p> <p>Begin to build self-confidence, resilience and cooperation skills</p> <p>Learn and practice mindfulness techniques.</p> <p>Mindfulness, Story Time and Circle Time</p>	<p>Practice emotional literacy using feelings language.</p> <p>Continue to build self-confidence, resilience and cooperation skills</p> <p>Deepen practice of mindfulness techniques- meditations</p> <p>Mindfulness, Story Time and Circle Time</p>	<p>To use feelings language to talk to peers when solving problems,</p> <p>Continue to build self-confidence, resilience and cooperation skills</p> <p>Further practice of mindfulness techniques- visualisations, themed meditations</p> <p>Mindfulness, Story Time and Circle Time</p>	<p>Use emotional literacy language during Circle Time sharing.</p> <p>Continue to build self-confidence, resilience and cooperation skills through team projects and activities</p> <p>Develop intrinsic motivation through time to lead own learning</p> <p>Mindfulness, Story Time and Circle Time</p>	<p>Use school values to discuss ways of being and feelings. Continue to build self-confidence, resilience and cooperation skills through team projects and activities</p> <p>Develop intrinsic motivation through time to lead own learning</p> <p>Mindfulness, Story Time and Circle Time</p>	<p>Demonstrate problem solving, resilience, co-operation and communication skills when completing lone working activities.</p> <p>Identify and vocalize the different emotions we are feeling</p> <p>Identify the emotions others might be feeling</p> <p>Mindfulness, Story Time and Circle Time</p>	<p>Demonstrate problem solving, resilience, co-operation and communication skills when completing tasks in a group.</p> <p>Identify and vocalize the different emotions we are feeling, and manage them</p> <p>Identify the emotions others might be feeling and offer support in accordance to these emotions</p> <p>Mindfulness, Story Time and Circle Time</p>

Progression of skills - Exploration, Learning and Play

EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6

Free exploration

Independent learning opportunities and skills

Being safe in the woodland area

Working in teams, cooperation and communication

Minibeast Hunts

Pond Dipping

Den Building

Being Nature Detectives

Taking part in outdoor challenges

Land Art

Creative with Clay

Woodland Games

Fire lighting

Cooking

Woodland games

Mindfulness

