

YERBURY PRIMARY SCHOOL
CURRICULUM AND PROGRESSION MAP

OUTDOOR LEARNING

| | Phase 1 | | Phase 2 | | Phase 3 | |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| AUTUMN | Plant strawberries from seed. | Plant courgettes and squash | Plant carrots, leeks, onions and garlic | Plant sweetcorn | Plant variety of beans | Choose what to plant and where for summer harvest. |
| SPRING | Build a shelter for an animal with sticks. | Build a shelter with a tree support. | Build a shelter with a tree support and strengthen with rope with support. | Build a shelter with a tree support and strengthen with rope for a group of 6. | Build a waterproof shelter in the secret garden. | Build a waterproof shelter in the forest. |
| SUMMER | Harvest, prepare and taste produce. | Harvest, prepare and taste produce. | Harvest, prepare and taste produce. | Harvest, prepare and taste produce. | Harvest and distribute produce. | Harvest, package and distribute produce for sale. Foraging |

PROGRESSION IN SUBJECT SKILLS

| | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
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| Health and Wellbeing | <ul style="list-style-type: none"> Follow Outdoor Learning rules and clearly identified boundaries. Develop an understanding of their own and others' safety. Follow the Green Cross Code to cross quiet roads with adult support. | <ul style="list-style-type: none"> Decide upon Outdoor Learning rules and boundaries as a group. Begin to manage risks personal independently. Cross roads with various crossings safely with adult guidance. With support, | <ul style="list-style-type: none"> Recognise and explain the need for additional rules and boundaries during Outdoor Learning. Identify and manage personal risks independently. Decide upon and plan the safest routes to outdoor areas further from school, developing |

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| | <ul style="list-style-type: none"> • Comment on how they feel when connecting with nature. • Take part in guided outdoor reflection for an increasing period of time. • Begin to build self confidence, resilience, and cooperation skills. • Learn and practice mindfulness techniques. • Regular opportunities for learning outside. | <p>identify the safest place to cross busy roads.</p> <ul style="list-style-type: none"> • Recognise and explain how connecting with nature can promote well-being. • Continue to build self-confidence, resilience, and cooperation skills. • Further practice of mindfulness techniques, introducing visualisations and themed meditations. • Understand the importance of, and experiencing opportunities for learning outside. | <p>navigational skills by planning ahead and identifying problems.</p> <ul style="list-style-type: none"> • Identify when connecting with nature may benefit wellbeing, and knowing where to do this. • Take part in unguided outdoor reflection for a sustained period of time. • Mentor a peer in mindfulness techniques. • Continue to build self-confidence, resilience, and cooperation skills through team conservation. • Understand the importance of, and experiencing opportunities for learning in a variety of outdoor settings, including local parks, forests and water bodies. |
| The Environment | <ul style="list-style-type: none"> • Sow, nurture and harvest edible plants, including watering and weeding. • Understand where our food comes from and some of the additional factors that affect growth. | <ul style="list-style-type: none"> • Sow, nurture and harvest edible plants, including watering, weeding and building support structures when needed. • Understand where our food comes from and that different plants need different conditions to thrive. | <ul style="list-style-type: none"> • Sow, nurture and harvest edible plants, including watering, weeding, building support structures, and plan what to plant, where and when. • Understand where our food comes from and the arguments for eating locally grown, seasonal foods. |

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| | <ul style="list-style-type: none"> • Look after our outside areas by disposing of litter appropriately and respecting living things. | <ul style="list-style-type: none"> • Understand what can and cannot be composted. • Understand the damage litter can cause to the natural world and counter this by disposing of litter appropriately if coming across any on the ground. | <ul style="list-style-type: none"> • Foraging • Understand what can and cannot be composted, and use the compost waste in the Secret Garden. • Understand the damage litter can cause to the natural world and counter this by regularly clearing waste from the Secret garden. |
| Physical Development | <ul style="list-style-type: none"> • Regular opportunities for physical activity outside. • Tying shoelaces and basic knots. • Carry sticks safely. • Climbing large climbing structures. • Handling gardening tools safely with support for planting, watering and harvesting. | <ul style="list-style-type: none"> • Regular opportunities for physical activity outside in a variety of terrain. • More sophisticated use of knots for attaching to structures and trees, including lashing and frapping frames and dual structures. • Move logs and branches safely with support. • Climb a tree with peer or adult guidance. • Handling gardening tools safely for planting, watering and harvesting, and building structures for crops with support. | <ul style="list-style-type: none"> • Regular opportunities for physical activity outside in a variety of terrain. • More complex knots for attaching to structures and trees, including hitches, lashing and frapping frames and dual structures. • Decide which knot is best for each job. • Move logs and branches safely. • Climb a tree independently. • Handling gardening tools safely for planting, watering and harvesting, and building structures for crops. |