

OUTDOOR LEARNING CURRICULUM

Curriculum Aims

Outdoor Learning is embedded in all three of our Curriculum pathways to ensure high quality teaching is conducted across the school, throughout the three curriculum pathways. Our objectives are to provide a well-balanced programme of activities to support the physical development, sensory development, health and well-being and social skills of all children.

The aims are to:

- To provide a creative outdoor learning curriculum that meets the diverse needs of our complex population
- To ensure high-quality provision through bespoke planning and evaluation of outcomes for pupils.
- To plan and execute lessons in a safe and secure environment in which pupils can manage and take risks.
- To optimise the use of outdoor space so that pupils are able to practice key skills on a larger, more active scale than is possible indoors
- To provide the opportunity for pupils to develop their gross motor skills and sensory processing skills in the outdoor environment.
- To provide opportunities to work independently and collaboratively with enthusiasm and perseverance therefore developing important social interaction skills and independence skills.
- To ensure proper maintenance and monitoring of outdoor learning spaces for health and safety violations, in accordance with the risk assessment.
- To ensure pupils are provided with a range of Outdoor Learning activities that promote the school
- To support our Family service work by offering our spaces and services as part of the Extended school programme.

The curriculum has been segmented into five main themes which teaches the pupils skills for life and enables them to safely engage with the natural world. The five themes are:

Physical
Development

Wellbeing

Engaging with
Nature

Health and
Safety

Creativity

The curriculum across the pathways

Essentials for Living (EfL)	Foundations for Life (F4L)	Core Curriculum (CC)
Physical development		
<p>Pupils will be able to utilise the outdoor spaces to learn and refine the Essential 8 living skills; particularly dressing skills and tolerating skills. Pupils will have opportunities to engage in outdoor PE sessions where they can develop their muscle strength and co-ordination, spatial awareness and proprioceptive and vestibular senses. Pupils will travel to different areas of the school and take part in sessions where they continue to develop their ability to transition and begin to show familiarity of common areas.</p> <p>Pupil should be taught to:</p> <ul style="list-style-type: none"> • Change into appropriate PE attire with the support of an adult. • Imitate functional movements in the PE sessions. • Begin to approach PE equipment and demonstrate some functional skills when using the equipment. • Begin to create movements and actions with their bodies or equipment that bring joy to them. • Engage with equipment in a safe manner. 	<p>Pupils will be allowed to explore equipment which challenges their spatial awareness and help develop their muscle strength and co-ordination. They should be able to successfully and safely manoeuvre around their surroundings and demonstrate a developing sense of danger and caution. Pupil will be able to engage in activities which feedback to their proprioceptive and vestibular senses, improve their balance and co-ordination and begin to instil a healthy sense of competition and teamwork.</p> <p>Pupil should be taught to:</p> <ul style="list-style-type: none"> • Initiation interactions, make consistent requests and respond to options and choices. • Actively explore equipment and exercises with supervision and support. • Apply potential solutions to problems in a systematic way. • Perform repetitive movements or actions purposefully. • Begin to show some awareness of space and conduct themselves safely. • Begin to take turns with a partner or in small group. 	<p>Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • To use small and large apparatus safely and demonstrate an awareness of space, themselves and others. • To be able to play simple games which may require score keeping and following rules. • To perform dances using simple movement patterns and be able to express themselves through repetitive and simple sequences.
Links to Making requests, Consecutive brief tasks, Following directions, Tolerating health and safety	Links to social interaction, emotional regulation, functional communication and independence & self-care	Links to P.E, Music, PSHE and SMSC

Wellbeing

Pupils will have free flow access to an outdoor space and access to communal spaces around the school. Pupils will have an established form of communication where they can be request the outdoors or outdoor equipment. Pupils will be taught to be as independent as possible; giving them as many opportunities to practice their skills in a wide variety of settings. Pupils will be offered choices in which they share their opinions and ideas and is honoured by the supporting adults. Pupils will be given opportunities to use the outdoor space as a calming space to aid emotional and sensory regulations and to engage in social games and activities to improve the quality of their interactions.

Pupils will be taught to:

- Make requests using an established method of communication
- Actively explore outdoor environments and begin to engage with different areas and equipment i.e. bug hotels, mud kitchens.
- Become aware of the different areas of school and demonstrate some familiarity of the areas i.e. trim track
- Hold hands with adults when transitioning to different areas
- Begin to wait when engaging with different people, areas and equipment.
- Utilise gardening as a leisure activity in which they engage in for their own happiness

Pupils will have greater access to quality outdoor experiences that increase their social and emotional awareness. Pupils will be able to engage in explorative and inquisitive play in which the pupils are guided to have better quality interactions. Pupils should be given opportunities to build on their independence skills and be given the resources to make choices and be heard. Pupils will be encouraged to use their imagination and develop their creativity through play in which the supporting adults encourage quality peer-to-peer interactions. Pupils should have access to a method of communication in which they can effectively share their feelings and opinions of matters that are important to them. Pupils should be encouraged to become more self-directed and be safely supported in the decisions they make.

Pupils should be taught to

- Effectively request different objects and areas of the school through a suitable method of communication
- To share their views, make requests and choices on things that matter to them
- Engage in mindfulness activities suited to their level in which they can develop a greater awareness of their outdoor environment
- Make meaningful connections with their peers and show concern or sympathy for others
- To listen to other people, and play and work cooperatively
- Participate in shared experiences and show recognition of their peers
- Confidently explore different materials, surroundings and experiences

Pupils will be supported with developing a deeper understanding of how they are feeling and be given the tools to effectively communicate that. Pupils should begin to consider the feelings of others in a manner that is appropriate to them. Pupils should engage in collaborative, problem-solving activities with their peers to encourage teamwork and tolerance. Pupils should be able to take and share responsibility for their own behaviour by being involved in decision making. Pupils should feel confident and secure enough to share their thoughts, feelings and ideas in a safe space. Pupils should be given opportunities to take their learning outside and engage in play based learning where they develop their creativity, imagination and logistical skills.

Pupils should be taught:

- How to feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves.
- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- how to make simple choices that improve their health and wellbeing
- To recognise how their behaviour affects other people
- To identify and respect the differences and similarities between people

Links to Making requests, Waiting, Daily living skills,

Links to social interaction, emotional regulation, functional communication and independence & self-care

Links to P.E, Music, PSHE and Citizenship and SMSC

Engaging with Nature

Pupils will begin to show care for environment. Pupils will begin to engage with nature through regular trips to the garden in which they care for plants and begin to harvest fruits and vegetables. Pupil will have an established method of communication where they can request specific activities outside. Pupils will begin to separate rubbish into categories (food, recycling, rubbish) and with support, be able to place them into their appropriate bins.

Pupils will be taught to:

- Care for plants by watering.
- Notice minibeast when exploring the garden
- Throw rubbish into the appropriate bin with support from an adult.
- Be able to harvest different fruits and vegetables that have been planted.
- Be able to use gardening tools with support to begin with.
- To observe natural items in a safe way.

Pupils will take an active role in caring for the natural world through regular gardening sessions. Pupils should be able to access a garden where they can track the progress of the growth of different fruits, vegetables and plants. Pupils will be able to demonstrate a sense of environmental awareness by taking part in healthy school and eco-friendly school initiatives. Pupils will be given opportunities to engage with local wildlife through activities like bird spotting, pond dipping and nature walks. Pupils will be encouraged to take a more active role in regards to recycling; learning what common items can be recycled and being able to items from their lunches.

Pupils will be taught to:

- Grow a range of fruits, vegetables and plants and track the progress of growth over a period of time.
- Distinguish between a range of flora and fauna with appropriate support.
- Understand what is recycling and how to identify common items which can be recycled.
- Identify different animals which can be seen in the local environment and where they can be found.
- Sort food items from non-food items to be placed in school composter.

Pupils will be challenged to broaden their understanding of the natural world and tackle social and environment issues that are far more abstract. Pupils should be encouraging to take a scientific approach when tracking the progress of their plants and to be aware of the environmental factors that can impact its growth. Pupil will be able to learn how healthy school and eco-friendly school initiatives impact the environment and take an active role in promoting them. Pupils will be given opportunities to interact with local wildlife and interact with members in the community who work to protect local wildlife. Pupils will develop a deeper understanding of recycling and promote recycling within their classes and the school.

Pupils will be taught to:

- explore the world around them and raise their own questions.
- Use and invoke different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions.
- Use simple features to compare living things and, with help, decide how to sort and group them, observe changes over time.
- Identify and name a variety of everyday materials and intensify which of those can be recycled or placed into the school composters

Links to Following directions, Daily living skills, Tolerating health and safety

Links to emotional regulation, functional communication, independence & self-care

Links to History, Geograohy, PSHE and Citizenship, Science, SMSC

Health and Safety

Pupil will be able to follow directions in regards to health and safety with reduced prompts. Pupils will be able to wear appropriate outdoor attire when directed to. Pupils will be able to observe the changes in weather and begin to show engage in weather-related play.

Pupils will be taught to:

- Cooperate when dressing in appropriate attire by following directions from an adult.
- Recognise the changes of weather.
- Be safe in the garden and accept removals of hazards.
- Use gardening equipment safely and with support.
- Engage in explorative play outside in different weathers and using the weather in their play i.e. jumping in puddles, playing in the snow etc.

Pupils should observe changes in the weather and dress appropriately for the day, Pupils should be able to identify the different seasons and weathers and know what it is considered appropriate dress for them. Pupils should be encouraged to go out during different weathers and communicate what effects the weather has on their physical and mental state. Pupils should explore their surrounding using simple equipment with support. Pupils will be involved in simple risk assessment of equipment and be able to make choices between safe alternatives.

Pupils will be taught to:

- Dress appropriately for different weathers and build up their tolerance to different conditions.
- Use simple equipment safely.
- Identify the signs of different weathers and seasons and categorise them.
- Use premade safety risk assessment checklists to risk assess equipment.
- Identify common risks that can be found in the garden and how to report the danger to an adult.
- Engage in a dialogue about safety and the dangers that we may face in our environments i.e. slips and trips etc.

Pupils should observe and discuss changes in the weather and the seasons. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change. Pupils should be encouraged to explore their surroundings, observing closely by using simple equipment. Pupils will be able to carry out simple risk assessments on equipment and actions with support and be encouraged to consider safer and/or more effective alternatives. Pupils will be taught to:

- Identify different materials by their properties and with support build structures by exploring how they can be made stronger, stiffer and more stable.
- Use simple equipment safely and effectively to take and record accurate measurements.
- Carry out simple risk assessments on equipment and make quick risk assessments on their own actions, demonstrating some awareness of planning and forethought.
- Identify common risk that can be found in the garden and understand why they are a hazard and the way to report them.
- Discuss safety in general; how we can be safe in our communities and at home.

Links to Accepting removals, Consecutive brief tasks, Accepting no, Following directions, Tolerating health and safety

Links to independence & self-care, functional maths, functional communication and emotional regulation

Links to Science, Mathematics, Geography, ICT, PSHE and SMSC

Creativity

Pupils will have free flow access to their outdoor spaces and draw inspiration from the natural world. Pupils will be encouraged to be active explorers and express their curiosity and creativity in a way that is uniquely theirs. Pupils will be able to use natural items in art, music and movement. Pupils will be taught to:

- Begin to explore their environment using their 5 senses.
- React to different sensory art mediums and begin to show a preference.
- Briefly attend to natural sounds when directed to by an adult.
- Explore different outdoor sensory materials in a safe manner.
- Recognise, retrieve and relocate different items.
- Use a range of art tools safely when creating art work using natural items.

Pupils will be given the opportunity to express their creativity through a range of activities involving the outdoors. Pupils will use elements of the natural world in their art, writing and expressive communication. Pupils will be celebrated for their use of their imagination in early reading and writing tasks. Pupils should develop a capacity to natural items in an artistic way and to explain their artistic process in an appropriate manner.

Pupils will be taught to:

- Engage their 5 senses and begin to share their experiences in short phrases.
- Develop their fine motor skills through mark making activities which involve.
- Collect natural items for the purposes of creating an expressive piece of work.
- Enjoy the creative process and in cause and effect using art tools and the natural world.
- Use a range of art tools and materials and to select the appropriate materials to create pieces of work while introducing the concept of waterproof.
- Communication preferences for different creative process and to carry out simple processes to create pieces of work using natural materials.

Pupils will be given the opportunity to express their creativity through a range of activities involving the outdoors. Pupils will use elements of the natural world in their art, writing and spoken language. Pupils will be encouraged to use their senses to explore their environment and incorporate this into their writing. Pupils should develop a capacity to explain their understanding of the world, and to prepare their ideas before they write.

Pupils will be taught to:

- Use the natural world to inspire their writing, music and art composition.
- Create short narratives, written or orally, describing their own experiences.
- Use a range of materials creatively to design and make products.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space found outdoors.
- Listen with concentration and record the sounds of the natural world.
- Design purposeful, functional, appealing outdoor products for themselves and other users based on some design criteria.
- Explore and use mechanisms (for example, levers, sliders, wheels and axles) during outdoor lessons.

Links to Waiting, Consecutive brief tasks, Following directions, Tolerating health and safety

Links to Early Writing, Early Reading, Emotional Regulation

Links to English, ICT, PSHE, Music, Art and DT

