

Outdoor Learning Handbook





OUTDOOR LEARNING at Tranmere Park Primary School



Intent – What is the purpose of our arts curriculum?

At Tranmere Park Primary, our school vision is for all members of our school “to be the very best we can be”. As part of this vision, we expanded and enhanced the breadth of our curriculum by incorporating a designated outdoor learning curriculum that will become part of our weekly routine. It is our aim that this new LOtC (Learning Outside the Classroom) will uphold the high standards and expectations that our school sets for its pupils and serve as a cornerstone to increasing their life skills and experiences throughout their primary school education.

We aim to:

- build self-esteem and confidence in children.
- build resilient, determined and independent learners
- encourage personal, social and emotional development.
- develop and encourage creativity
- encourage collaboration.
- develop and build the ideas of risk management and risk benefit
- improve children’s life skills and experiences
- enable children to gain a respect for the natural environment and wildlife.
- transfer negative behaviours into positive ones.
- let children be children

These aims will be covered with a variety of Forest Schools and outdoor learning teachings and strategies that not only seek to aid the children in their learning but provide opportunities in a positive, enjoyable, creative and inspiring manner. We will allow our children to transfer the skills and knowledge from the LOtC lessons into the classroom and life outside of school.

Our Children will:

- Be intrinsically motivated – they are eager to build on their existing skills and understanding.
- Be willing to practise new skills in a range of different activities and situations (alone, in small groups and whole class) and are keen to apply these skills to achieve high levels of performance.
- Be resilient to mistakes and persevere when faced with a challenge; they are able to lose and can handle disappointment.
- Possess highly positive attitudes towards being outdoors and learning something new. Well-being, exercise and physical activity and will be aspirational.

Our Teachers will:

- Provide a progressive and challenging curriculum which is sequenced to enable all children to develop the competence to excel in a broad range of activities.
- Ensure a wide range of skills are taught (see Knowledge Progression).
- Ensure each child has access to the outdoor curriculum.
- Provide the children with a rich curriculum of carefully crafted lessons that ensures time for practise and consolidation.
- Encourage children to try new things and be confident to make mistakes.

Implementation – How do we do it?

The Learning Journey

To ensure that this LOtC curriculum reaches the high standards of teaching and learning that we pride ourselves on at Tranmere, we have implemented a progressive curriculum that begins in Reception and continues and grows until its culmination, when children leave in Year 6. Discrete outdoor learning lessons will be timetabled once a half-term allowing each class six sessions a year of discrete, high-quality outdoor learning. This will be in addition to the cross-curricular outdoor learning the children will engage in with their class teachers as a part of our everyday offer.

Forest school is a globally recognised teaching system that aims to meet the intent of this curriculum through holistic learning. It is through this method that we strive to provide our pupils with the widest range of skills and opportunities available to us. Due to its child led nature and focus on social development, Forest School engages children in a manner that is hard to imitate in the classroom. This creates new opportunities for learning and development that might not be accessed during regular day-to-day schooling. As we know, every child is different (as are their learning habits) and this something that we recognise, encourage and utilise at Tranmere Park. At Tranmere, we are blessed with a beautiful outdoor learning environment ranging from the school grounds area to the school's allotment. It is here the majority of the learning will take place, but it is our aim to also expand our outdoor learning into the wider community and environment to give the children a wider range of experience and allow them to become more familiar with the world surrounding them.

Monitoring

There is an ongoing cycle of subject monitoring at Tranmere Park Primary. The Subject Leader will be allocated a block of time during the academic year to monitor work against an agreed criteria from SLT, to organise a theme week for the whole school to address an objective which has been highlighted in the subject evaluation form and finally organise a challenge day for children who show a particular aptitude or interest in Outdoor Learning. Results of monitoring will inform the Subject Leader's future plan. The Subject Leader manages the long-term plan for Outdoor Learning alongside the curriculum manager. In addition, the Subject Leader reports to the assessment manager at the end of the academic year referring to each class's art end of year outcomes.

Impact – What knowledge and skills are obtained?

At Tranmere Park, every pupil will:

- Show support and collaborate with other children in outdoor learning experiences
- Can explain current issues around the environment and propose how to tackle them
- Actively choose outdoor learning experiences.
- Can design and complete investigations and fieldwork in their local environment.
- Confidently communicate with unfamiliar adults

Outdoor learning is supportive of those with SEND needs as it provides opportunities to learn in a different way. From pupil voice, we know that our SEND children enjoy spending time outside and actively choose outdoor experiences.

As exposure to outdoor learning takes place across the school, our children will both enjoy and respect the environment around them.

Further to the above, our Curriculum, at Tranmere Park, is designed to ensure that each child is a confident and successful learner who demonstrates our core values:

The Team Tranmere Way					
<i>Be Yourself</i>		<i>Be Your Best</i>		<i>Be Team Tranmere</i>	
Our children will learn to like who they are: they respect themselves and live their lives in their own way, regardless of the opinions of others.		Our children 'give it everything they have got' to achieve their full potential across the curriculum.		Our children are a part of a community and have respect for the resources and people in it and that surround it.	
Our Learning Values and Behaviours					
<i>Self-Manager</i>	<i>Effective Participator</i>	<i>Independent Enquirer</i>	<i>Team Worker</i>	<i>Resourceful Thinker</i>	<i>Reflective Learner</i>
Our children set their own goals and manage their own time, motivation and concentration.	Our children participate in lessons and persuade and encourage others to do so.	Our children set goals for their research with clear success criteria.	Our children understand that we are stronger together and implement this.	Our children are problem-solvers who can adapt to new or difficult situations.	Our children critically analyse their work ensuring future improvements.

Outdoor Learning @ Tranmere Park

At Tranmere Park, we believe every subject area is vital, therefore undertake no narrowing of the curriculum to ensure all pupils are provided with a broad and balanced educational program throughout their journey from EYFS to Y6. As our children at this school are able to master the basic skills early, we are able to not only provide such an enriched curriculum, but furthermore, deliver a program that is ambitious. We strongly believe our children should find their talents, in order to leave us significantly advantaged before progressing with their learning journey into secondary school.

To contribute towards this, the Outdoor Learning curriculum created and implemented within Tranmere Park, also:

- Helps children to stay active and healthy
- Promotes teamwork
- Develops physical and practical abilities
- Teaches appreciation of our wildlife and the environment
- Teaches about acceptable risk
- Creates independent learners and thinkers
- Heightens self-awareness and improves social and emotional skills

The children are taught a wide-variety of skills that intentionally expand their physical, practical and creative skills. In order to achieve this, a progressive, coherently sequenced and enriching curriculum was written to provide our children with an abundance of opportunities to apply their skills, knowledge and understanding. We have carefully selected the knowledge and skills which children will learn to ensure they know more and remember more.

Cross-Curricular Links

Through the Outdoor Learning curriculum, pupils will make links to: PE, Reading, English, Science, Maths, Geography, History and Art.

Parental Involvement

Parents will be informed at the beginning of each half-term through knowledge organisers and homework grids about the Outdoor Learning sessions. We emphasise the need for parents to take an active role in their child's education.

Outdoor Learning Skills

Across our two-year cycle, the children will develop a secure understanding of the following overarching themes;

- Knots
- Play and Exploring
- Shelter Building
- Geographical Skills
- Fire

Guidelines for Teaching Outdoor Learning

Children will have many opportunities to take their learning outside in school, through explicit outdoor learning sessions and within other subjects where we are able to enhance children's learning by taking the lesson outdoors. Specific skills will be taught which will enable pupils to build upon prior knowledge.

The expectations and knowledge for Outdoor Learning have been carefully planned into knowledge progression documents. The key skills that we expect pupils to acquire have been identified within such documents through an interconnected thread, which affords pupils the time to consolidate ideas whilst practising previous and new skills. We do this to ensure that our children commit their learning into their long-term memory.

Resources

Resources for Outdoor Learning activities will either be stored in or around the outdoor classroom on the top bank or around the back of the bungalow. Some resources will also be kept in school, for example the resources needed for making bracelets will be found in the DT cupboard in the KS2 shared area.

Outdoor Learning Progressions

		<h1 style="color: red;">Knowledge Progression</h1> <h2 style="color: red;">Outdoor Learning</h2>				
Knots		Play and Exploring	Shelter Building	Geographical Skills	Fire	
Previous knowledge / Learning	In EYFS, our children will have: Working on tying my shoelaces – TWINKL Work this into KS1 unit. Children will also have experience of creating daisy chains / leaf garlands / loom band bracelets... using simple threading skills that will then lead to Year 1 knot tying.	In EYFS, our children will have: Children will go on nature hunts (including senses) in school grounds. Getting to know their immediate surroundings and identifying colours and shapes in nature.	In EYFS, our children will have: Design and make a shelter for teddy bears. Children will also make tunnels in wet sand or mud with hands using scooping methods. Look at rabbit warrens for stimulus. Experiment with materials to build towers.	In EYFS, our children will have: Children will have experience following prepositions e.g. up, down, in front of, beside etc. leading to basic mapping skills or follow a treasure hunt with prepositions on.	In EYFS, our children will have: observed a fire being lit and sat around to listen to stories. They will have also learned some fire safety and about the fire triangle. They will look at fires on videos of bonfire night. Feeling the warmth from a lit candle / fire. Safety rules. Looking at the role of a firefighter. Looking for fire extinguishers and signs that help us.	
Resources	Thread Rope Tarp Clip boards	Seeds Bulbs Gardening equipment Plastic bags (bin or carrier) • String • Plasticine • Scissors or a hole punch. • A window, walkway, hill, wall etc that can be used to release the parachutes • Stopwatch	Sticks, twigs, poles, tarpaulin, old sheet, leaves, rope, string or wool	A range of maps Compass	Fire pit Sticks Flint Fire lighters Cotton wool Vaseline	



Powerful Knowledge Year 1/2 Outdoor Learning



	Knots	Play and Exploring	Shelter Building	Geographical Skills	Fire
Key Knowledge – what do we want our children to know before they leave our phase? How will we get them there? How is that personalised to Tranmere?	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP3 EP6 TW1 TW2 TW3 SM2 SM3 RL4 RL5 IE2 IE4 <u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>Cycle 1 – Plaited Bracelet Children to learn the over hand knot to using either 1 or 2 pieces of thread. Children can thread beads onto and practice plaiting/over/under to create friendship bracelet. https://www.youtube.com/watch?v=0lm0VBliq9M (1 piece of thread) https://www.youtube.com/watch?v=fuj95113YvQ&t=46 (2 pieces of thread)</p> <p>Cycle 1 – Shoe Laces Twinkl unit – started in EYFS</p> <p>Cycle 2 – Autumn 2: All Dressed Up (Topic) Children to use sheet bend knot to create a clothing line to show off t-shirts from DT. Children to be given two shorter pieces of rope that don't create a long enough clothes line. The sheet bend knot will show them how to join the pieces together to create one longer piece for them to attach from 2 trees. https://www.youtube.com/watch?v=x3reZ3NuGaQ</p> <p>Cycle 2 – Shoe Laces Twinkl unit – started in EYFS</p>	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP3 EP6 RL4 RL5 IE2 IE4 RT2 RT7 <u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>Cycle 1 – Go on an Autumn walk. Children will take part in a local walk (Thorpe Lane Woods) to build confidence travelling over different terrain. Whilst in the wood's children will search for different insects, learn how to carry sticks safely and enjoy rolling down a hill on the way back via The Oval. Link here with Science – Seasonal Changes (Welly Walk)</p> <p>Cycle 2 – Choose an area of school grounds to improve with flowers Children will explore the school grounds and think about an area they can improve whilst practicing their outdoor skills. This may involve moving logs and sticks for future use. Planting bulbs to brighten up an area, getting soaking wet in the rain or discovering what is in a pond. Link with Science – Plants</p>	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP3 EP6 TW1 TW2 TW3 SM2 SM3 RL4 RL5 IE2 IE4 <u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>Cycle 1 – Bug Hotel/Den Children to work in groups to collect small sticks to create a den for a tiny creature. Fill it with leaves and visit each day to see if there have been any visitors. Link with Science – 'Living Things and their Habitats' Y2</p> <p>Cycle 2 – Tripod Shelter (Chatsworth Online Learning Resources) Children to work in groups to decide who they are building a den for (themselves, insects, teddy bears) collect 3 sticks all the same length. Use string to tie the tops of the 3 sticks together. Images to help on website. Link to topic 'Structures'</p>	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP3 EP6 TW1 TW2 TW3 SM2 SM3 RL4 RL5 IE2 IE4 <u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>Cycle 1 – PE Use simple compass directions (North, South, East and West) Use directional language (near and far; left and right) Link to the entry point in Cycle 1 'Our World'</p> <p>Cycle 2 – Link to Local Area Topic (map reading and map making of our local area)</p>	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP3 EP6 TW1 TW2 TW3 SM2 SM3 RL4 RL5 IE2 IE4 <u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>Cycle 1 – Cooking Marshmallows Children will go over fire safety rules and expectations beforehand. They will work as a team to discuss, find and carry sticks to make the fire and use them to toast the marshmallows.</p> <p>Cycle 2 – Fairy Fires Children will collect sticks and logs for fires. They will then explore the school grounds looking for different natural material that may alter the sound/smell/sight of the fire. (Lavender/rose petals etc)</p>



Powerful Knowledge Year 3/4 Outdoor Learning



	Knots	Play and Exploring	Shelter Building	Geographical Skills	Fire
Key Knowledge – what do we want our children to know before they leave our phase? How will we get them there? How is that personalised to Tranmere?	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP11 EP12 SM10 SM15 SM19 RL9 RL10 RL13 RL16 IE9 IE11 IE13 IE15 RT9 RT10 RT11 RT14</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> Cycle 1 – Macrame Bracelet Children to create a friendship bracelet using the square knot. https://youtu.be/d-LVa6VxME</p> <p>Cycle 2 – Learn how to use a half hitch knot and taut line hitch to attach rope between two trees, to create a den/shelter using tarpaulin. https://www.youtube.com/watch?v=7SN3NU4LMKM</p>	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP11 EP12 SM10 SM15 SM19 RL9 RL10 RL13 RL16 IE9 IE11 IE13 IE15 RT9 RT10 RT11 RT14</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> Cycle 1 – Go on an Autumn walk. Children to take part in a nature treasure hunt, encouraging them to become more comfortable within nature. Looking high and low for specific things (bugs/leaves/colours etc) Link with Science – Living Things and their Habitats – Autumn 1.</p> <p>Cycle 2 – Make a sculpture out of natural materials. Children to use only natural materials to create a sculpture. Link to Egyptian topic (Summer 1)</p>	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP11 EP12 SM10 SM15 SM19 RL9 RL10 RL13 RL16 IE9 IE11 IE13 IE15 RT9 RT10 RT11 RT14</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> Cycle 1 – Tent Structure (Chatsworth Online Learning Resources)</p> <p>Cycle 2 – Linked with 'Knots' Cycle 2.</p>	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP11 EP12 SM10 SM15 SM19 RL9 RL10 RL13 RL16 IE9 IE11 IE13 IE15 RT9 RT10 RT11 RT14</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> Cycle 1 – PE Navigate your way around a simple orienteering course. Understand the term 'orientate' or 'setting' a map Complete a simple 'star' orienteering activity in pairs / groups Within a time limit. KS1 and 2 Orienteering booklet – page 62</p> <p>Cycle 2 – Link with Local Geography Topic – children to design a route from school to Highroyds/Thorpe Lane.</p>	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP11 EP12 SM10 SM15 SM19 RL9 RL10 RL13 RL16 IE9 IE11 IE13 IE15 RT9 RT10 RT11 RT14</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> Cycle 1 – Children to start a fire in the school's fire pit area make campfire stick bread. https://www.lti.org.uk/resources/campfire-bread-on-a-stick/ Link with DT – Autumn 1</p> <p>Cycle 2 – Children to learn more about making a fire. Observe and learn how to start a fire using flint and firelighters. Children will spend time collecting the correct materials/sticks to create a fire. Once the fire is lit children will boil water and cook pasta. Link with DT – Summer 1</p>



Powerful Knowledge

Year 5/6 Outdoor Learning



	Knots	Play and Exploring	Shelter Building	Geographical Skills	Fire
Key Knowledge – what do we want our children to know before they leave our phase? How will we get them there? How is that personalised to Tranmere?	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP17 EP22 EP25 EP26 SM20 SM21 SM22 SM23 SM24 RL17 RL18 RL19 RL20 RL22 IE18 IE21 IE22 RT18 RT19 RT20 RT21 RT22 RT23 RT24 <u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>Cycle 1 – children to create hammocks strong enough to hold themselves, using bowline knot. https://www.youtube.com/watch?v=H10G5WYEAFI</p> <p>Cycle 2 – Bracelet Children to learn the cobra weave to make a bracelet from paracord. https://www.youtube.com/watch?v=6w6DxKlduOo</p>	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP17 EP22 EP25 EP26 SM20 SM21 SM22 SM23 SM24 RL17 RL18 RL19 RL20 RL22 IE18 IE21 IE22 RT18 RT19 RT20 RT21 RT22 RT23 RT24 <u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>Cycle 1 – Measure the age of a tree. Children to pick different trees from the school grounds and work in groups to figure out the age of each tree. https://www.lti.org.uk/resources/measure-a-tree/ There are lots of different ways children can complete the activity on the link above. Linked with maths and 'Measure'.</p> <p>Cycle 2 – Forces/falling speed investigation. Children will create parachutes to find out what will fall faster. https://www.lti.org.uk/resources/its-all-in-the-fall/ Link with Science unit – Summer 1 and 2.</p>	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP17 EP22 EP25 EP26 SM20 SM21 SM22 SM23 SM24 RL17 RL18 RL19 RL20 RL22 IE18 IE21 IE22 RT18 RT19 RT20 RT21 RT22 RT23 RT24 <u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>Cycle 1 – Create hammocks from 'Knots' Cycle 2.</p> <p>Cycle 2 – Shelter (Challenge) Children given a 'Challenge Card' where they must create a home to suit the scenario on the card using a range of natural outdoor materials. Challenge cards from 'Global Homes – Learning through Landscapes' or from Twinkl.</p>	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP17 EP22 EP25 EP26 SM20 SM21 SM22 SM23 SM24 RL17 RL18 RL19 RL20 RL22 IE18 IE21 IE22 RT18 RT19 RT20 RT21 RT22 RT23 RT24 <u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>Cycle 1 – PE Use the eight points of a compass and four figure grid references Develop expertise in the orienteering skills of orientating a map, following an unknown course, and recognition of relevant map symbols. Plan the most efficient route so that the course is completed in the quickest time. Plan a short loop course for another pair to follow – considering the safety of others. Get Your Bearings Compass Lesson</p> <p>Cycle 2 – children to complete a traffic study at different areas around Guiseley. Ext. complete a speed study – 'How fast is that car?' https://www.lti.org.uk/free-resources/ Link with Local Geography Topic.</p>	<p><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u> Our children will: EP17 EP22 EP25 EP26 SM20 SM21 SM22 SM23 SM24 RL17 RL18 RL19 RL20 RL22 IE18 IE21 IE22 RT18 RT19 RT20 RT21 RT22 RT23 RT24 <u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>Cycle 1 – children to build a fire using Vaseline, flint steel and cotton wool. They should keep it going long enough to keep warm. Could be linked to the hammock building when completing 'Knots'.</p> <p>Cycle 2 – children to use previous knowledge of making a fire to create small fires in groups within the school grounds (dig own fire pits within the soil) The meal should be linked to their Fit4Life meal from DT progression.</p>