

INTENT

At Morley Meadow, outdoor learning is seen as a fundamental part of our curriculum. We want children to have the opportunity to be able to explore and learn outside throughout the year both to experience the seasons and changing nature around them and to further enrich the curriculum through hands on learning. We aim to create an environment where the learning is brought to life with practical activities and where children can feel confident to have a go and push themselves out of their comfort zones. Outdoor learning excites children and instils a love and wonder of the natural world that they need to learn to protect and nurture. This connection with the natural environment around them in turn builds on their sense of self and wellbeing.

Through their outdoor learning sessions, we encourage children to;

- Develop and build confidence in risk management
- Use tools to create and build
- Develop creativity
- Feel empowered and confident and believe they can succeed
- Be inquisitive, investigative and curious
- Work collaboratively and independently
- Be resilient and determined learners
- Be problem solvers
- Communicate ideas and listen carefully
- Feel free



IMPLEMENTATION

Wild Tribe is taught weekly in KS1, with lessons linked where possible to an area being studied in the curriculum. Key Stage 2 get a termly sessions which will include teaching of woodland skills. The skills progression is not age related as year groups have different exposure to Wild Tribe.

Outdoor Learning Skills Progression

Skill	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Use of tools	Know and name the parts of the tool.	Use the tools with support.	Use the tools independently with confidence.	Select the tool appropriately and independently for purpose.	Able to demonstrate and show others how to use the tool.
Lighting fires	Introduction to fire safety. Collect firewood. Observe building and lighting of a fire. Can name parts of the fire.	With support can talk about the fire safety rules. Can talk about the fire triangle with support. Can build and light a fire with support.	Can independently talk about the fire safety rules. Can talk about the fire triangle independently.	Can independently and confidently talk about the fire safety rules. Can talk about the fire triangle independently. Can build and light a fire independently	Can independently demonstrate to others how to keep safe when building a fire. Can independently demonstrate to others how to build a fire.

				Can build and light a fire independently from trays/boxes of resources.	selecting resources independently.	
	Kelly kettle	Introduction to Kelly kettle safety. Collect firewood. Observe use of Kelly kettle. Can name parts of the Kelly kettle.	With support can talk about the Kelly kettle safety rules. Can build and light the fire in the Kelly kettle with support.	Can independently talk about the Kelly kettle safety rules. Can build and light the fire in the Kelly kettle independently.	Can independently and confidently talk about the Kelly kettle safety rules. Can build and light the Kelly kettle independently selecting resources independently.	Can independently demonstrate to others how to keep safe when lighting a Kelly kettle. Can independently demonstrate to others how to light a Kelly kettle.
	Identification of trees/plants	Can identify similarities and differences between different leaves, trees and plants.	Can begin to identify some trees and plants and talk about the fruit, nuts and buds.	Can continue to identify and name some trees and plants and talk about the fruit, nuts and buds.	Can confidently name trees and plants and discuss characteristics about different trees/plants.	Can teach others about different trees and plants, naming them and discussing different characteristics.
	Use of knots	Can wrap a rope or string around a stick.	Can, with support, do a basic knot.	Can independently tie a knot	Can choose which knot is appropriate for a particular task.	Can independently demonstrate to others how to tie a knot.
	Cooking	Can observe cooking on a fire.	Can use simple toasting techniques with support.	Can use simple toasting techniques independently.	With support can carry out more complex cooking using pans over the fire.	Can independently carry out more complex cooking using pans over the fire.

Achieve	IMPACT					
	<p>Pupil voice surveys</p> <p>Parent voice surveys</p> <p>Specific photographic evidence shows pupils achievement</p>					

