



Outdoor learning

Learners communicate. Children are scientists, artists, historians, and activists, investigating real problems and collaborating with peers to develop creative, real-life solutions.

Learners are creative. Children think differently, make links between their learning and know how to challenge the 'accepted' with respect.

Learners independent. Children at all levels are pushed and supported to do more than they think they can. They are given and know how to get what they need to be the best version of themselves.


Learners are curious. They see the relevance of their learning and are motivated by understanding that learning has purpose. They ask questions about the world round them.

Learners are determined. Children apply their skills and knowledge to real-world issues and problems and make positive change in their local and global communities. Excellence is expected in the quality of their work and thinking.

Learning is confident. Trust, respect, responsibility, and joy in learning permeate the school culture. School leaders, teachers, [children](#) share expectations for quality work, achievement, and behaviour.

Learners are collaborative. Through formal structures of presentation, exhibition, critique, and data analysis, children, parents and teachers build a shared vision of pathways to achievement.

We speak the language of learning.

Learning is underpinned by teaching of our characteristics of Effective Learning						
 Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Confidence						
I feel safe to join in and try new things. <i>With help, develop new ideas.</i>	I feel safe and secure to join in all activities in Outdoor Learning <i>Try new things when encouraged. Show enjoyment of new experiences.</i>	I am comfortable taking part in activities in Outdoor Learning <i>and know I am safe. Enjoy new experiences.</i>	I am comfortable exploring all learning opportunities and start to assess my own risks and safety. <i>Show enjoyment in trying out new ideas</i>	I embrace all learning opportunities and assess my own risks and safety. <i>Enjoy new things and take opportunities wherever possible. Clearly identify own strengths.</i>	I am happy to embrace all the learning opportunities in Outdoor Learning and take risks that I have assessed myself. <i>Find things to do that give energy. Identify areas for improvement.</i>	

Communication						
	<p>I can share ideas, thoughts and feelings with my friends <i>Respond to the ideas of others'.</i> <i>Act on some ideas.</i> <i>Share with others likes and observations.</i></p>	<p>I can share ideas and observations with the whole class. <i>Share with others thought and feelings about activities.</i></p>	<p>I can respond to other peoples' contributions and make relevant observations. <i>Concentrate on things of interest.</i> <i>Listen to others showing engagement.</i></p>	<p>I can listen to others and reflect their idea in my suggestions. <i>Describe the point of view of others.</i> <i>Give positive feedback to others about ideas and activities.</i></p>	<p>I can work on a challenge where everyone's views are respected and considered. <i>Seek the opinion of others to help identify improvements.</i> <i>Listen to others who encourage and help, acknowledging their advice.</i></p>	<p>I can recall facts from previous sessions, express my views and ideas with confidence. I am happy to share and contribute in any given situation. <i>Encourage others by pointing out how their efforts gain results.</i> <i>Listen first to others before trying to be understood.</i> <i>Show effort and commitment in refining and adjusting work through communicating ideas.</i></p>
Collaboration						
	<p>I can take turns, share and help my friends. <i>Take encouragement from others in areas of interest.</i> <i>Listen to people who try to help.</i></p>	<p>I can work with a partner, or in a small group to complete a task. <i>Take encouragement from others in areas of interest.</i> <i>Share ideas with others.</i> <i>Share likes about a group activity with</i></p>	<p>I am comfortable to work with anyone from my class on a task. <i>Choose to work with others who share a common interest.</i> <i>With others, keep trying after a first attempt.</i></p>	<p>I am happy to work with any group of children I am asked to complete a task. <i>Focus on activities</i> <i>Reflect on how effort leads to success.</i> <i>Begin to encourage others to work hard.</i> Reflect on how group efforts lead to</p>	<p>I am happy to work with any group of children taking instruction from others when needed. <i>Choose to work with others who share a common interest to complete an activity, regardless of friendship groups.</i></p>	<p>I am happy to work in any group situation and share the roles within the group, leading if necessary. <i>Change behaviours to suit different situations and group work demands.</i> <i>Seek the opinion of others to help identify improvements.</i> <i>Show commitment to</i></p>

		<i>others.</i>		success	<i>Seek the opinion of others to help. Show effort to improving a task by discussing what is working well and what needs improving.</i>	<i>refining and adjusting work, even if the activity is led by another person's idea. Show a willingness to be wrong.</i>
Determination						
	<p>I can try and finish a simple task on my own, with guidance. <i>Try again, with help from others.</i> <i>Work hard at a task, with help from others.</i> <i>Begin to try things more than once.</i> <i>Choose one thing to improve (with support).</i></p>	<p>I can complete a simple task on my own. <i>Try things more than once.</i> <i>Work hard on a task.</i> <i>Choose one thing to improve and make that improvement (with support).</i></p>	<p>I can complete a task on my own without any help. <i>Keep trying after a first attempt.</i> <i>Show a willingness to overcome fears or difficulties.</i> <i>With encouragement, identify an improvement to a task and suggest how to complete it.</i></p>	<p>I will complete tasks on my own. <i>Identify an improvement to a task and suggest how to complete it.</i> <i>Work hard for a sustained period.</i> <i>Try things more than once.</i> <i>Begin to tune out distractions.</i> <i>With encouragement, begin to try things which are uncomfortable – overcome fears.</i></p>	<p>I will show perseverance to complete a task, having a number of attempts if needed. <i>Work hard for a sustained period.</i> <i>Practise tuning out distractions.</i> <i>Independently, repeat an activity to improve it.</i> <i>With encouragement, try things which are not so enjoyable.</i> <i>Reflect on failures and seek positive opportunities from them.</i></p>	<p>I will persist until a challenge is completed to my satisfaction, giving me a sense of pride and achievement. <i>Understand the benefits of effort and commitment.</i> <i>Continue to practise even when accomplished.</i> <i>Show a determination to keep going and see possibilities and opportunities even after a set-back.</i> <i>Stick to an activity even in challenging circumstances.</i></p>
Creativity						

	<p>I feel comfortable using natural materials in my play. <i>Concentrate on things of interest.</i> <i>Try out ideas of interest</i></p>	<p>I can use natural materials to engage in imaginative play. <i>Concentrate on things of interest.</i> <i>Act on some ideas.</i></p>	<p>I can sustain a creative challenge using what is available in the outdoor learning space. <i>Concentrate on things of interest.</i> <i>Begin to enjoy having new ideas and exploring them practically.</i></p>	<p>I can explore an idea creatively, trying different possible outcomes. <i>Concentrate on things of interest for sustained periods.</i> <i>Enjoy having new ideas.</i></p>	<p>I can extend the creative process in flow without worrying if it is right or wrong. <i>Develop ideas in a personal way</i></p>	<p>I can initiate my own creative work, exploring ideas creatively and using natural materials and the environment. <i>Generate new ideas.</i></p>
Independence						
	<p>I can organise my clothing and get myself ready at the beginning and end of outdoor learning sessions. <i>Begin to show signs of concentration.</i> <i>Begin to seek help when needed.</i></p>	<p>I feel safe to go off on my own during outdoor learning sessions and return when called. <i>Engage in an activity independently for an increasing period of time.</i> <i>Follow instructions for the beginning and end of activities to allow me independence during the activity.</i></p>	<p>I am beginning to make decisions about activity choices and how to stay safe. <i>Chose an activity that will engage me for a sustained period of time.</i> <i>Make decisions about safety when working independently on an activity</i></p>	<p>I feel capable of taking risks and keeping myself safe. <i>Begin to understand why some activities feel uncomfortable.</i> <i>Show a willingness to overcome fears.</i> <i>Begin to take encouragement and advice from others.</i></p>	<p>I trust myself to carry out tasks and challenges safely. <i>Know which new ideas are useful and have value.</i> <i>Reflect and identify areas for improvement.</i></p>	<p>I can assess risks and make decisions to ensure that I can carry out a task safely on my own. <i>Be able to identify areas of risk and make decisions based on assessing risks.</i></p>
Curiosity						

	<p>I feel secure to ask questions to find out more information about what interests me. <i>Act on some ideas. Keep things of interest going.</i></p>	<p>I make observations about what I notice and want to find out more about. <i>Develop areas of interest.</i></p>	<p>I feel safe to be able to investigate things that interest me in the natural environment. <i>Develop areas of interest to return to.</i></p>	<p>I show an interest in the natural environment and select aspects I want to explore further. <i>Develop personal areas of interest and ask lots of questions.</i></p>	<p>I have an appreciation of the natural environment and see opportunities for further exploration of particular interests. <i>Return to areas of interest. Build on previous experiences and learning independently.</i></p>	<p>I enjoy unplanned learning opportunities that outdoor learning offers. I use my curiosity to develop respect and appreciate for the outdoor environment <i>Ask lots of questions and seek to find answers independently to specific areas of deep personal interest.</i></p>
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