

# Curriculum Intent & Progression Document

## Outdoor Learning and Forest Schools

St. Mary's Catholic Voluntary Academy, Grantham

2024-25



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### **Our School Mission**

#### **We Believe, We Succeed and We Soar**

Christ is at the centre of St. Mary's as we strive to nurture and care for our community and encourage them to Believe, Succeed and Soar. Through God's love, we support our pupils in recognising their God given gifts, strengthening their work as missionary disciples.

'Do little things with great love' St Therese of Lisieux

The mission of St Mary's Catholic Voluntary Academy is that of Jesus Christ; to build a teaching and learning community where we show due regard for the development and understanding of the uniqueness and dignity of each person. At St Mary's, each child is valued as a unique individual, a child of God, made in the image of the Father, Son and Holy Spirit.

### **Our Gospel Values**

Our school values influence the whole school culture at St Mary's. They shape everything we do and every decision we make. They are the central thread, interwoven throughout our curriculum, our behaviour system and our pastoral support. Our pupils and staff endeavour to live these out every day.

With God's love we show:

#### **Love**

'My command is this: Love one another as I have loved you.' John 15:12

We recognise God's unconditional love to be our source of love. A Christ-like love respects the talent of each person in our school.

#### **Respect**

'In everything, then do to others as you would have them do to you.' Matthew 7:12

We believe that, as children of God, we have a duty not only to respect our friends and teachers but also to show respect to our environment as we are stewards of the earth.

#### **Honesty**

'Dear children, let us not love with words or speech but with actions and in truth.' 1 John 3:18

We show honesty in all we say and do, in the pursuit of justice and fairness.

#### **Forgiveness**

‘Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven.’ Luke 6:37  
We believe that mercy will be shown by the way we forgive others, finding God in all things.

### **Generosity**

‘It is more blessed to give than to receive.’ Acts 20:35

Just as Jesus washed the feet of his disciples, we have a role to serve our neighbours and the wider community. Through fundraising and prayer, we will strive to help the people in our world, our common home.

### **Patience**

‘Jesus replied, ‘You do not realise now what I am doing, but later you will understand.’ John 13:7

We remember to be patient and trust in God as we know he has a much greater plan for us. He allows us to be tested so that we learn to walk in his ways and trust in him.

# Curriculum Intent General Principles:

Below, the General Principles of our whole school curriculum intention are in black print, along with what this translates to as regards **Outdoor Learning** in red:

The **General Principles** of our curriculum are that children:

- Meet Jesus through all aspects of their work. **The outdoor environment is one full of the glory of nature as God's creation. Through enjoying time in and learning about nature the children can regularly experience awe and wonder and wonder. The social and emotional aspects of learning allow opportunities for children to demonstrate the teachings of Jesus and be guided by Catholic social teaching.**
- Experience the challenge and enjoyment of learning. **Learning in the Woodland of Wonder is a combination of child led and initiated learning and one in which children's curiosity is easily stimulated. Children complete practical tasks with tangible outcomes and also enjoy the process of this creation. The learning of new skills is progressive and inclusive and involves challenge at all levels that allows the children to enjoy the pleasure of accomplishment.**
- Learn within a coherent and progressive framework. **All year groups will visit the Woodland of Wonder for half a day a week, over a half-term block.**
- See clear links between different aspects of their learning. **Outdoor learning can cover many areas of the curriculum. The active nature of the activities links directly with physical and mental wellbeing, and the PE curriculum. Rich social interactions in the natural environment promote personal, social, health and economic education. During their time in the WOW, children are able to explore the natural world and activities frequently link to the biology curriculum, as well as to physics and chemistry. The Woodland area also lends itself to practical lessons linked to the geography and history curriculum. Art and Design technology objectives are met through a variety of art and construction activities.**
- Understand the purpose and value of their learning and see its relevance to their past, present and future. **The bushcraft and Forest Schools curriculum celebrates our heritage through arts, crafts, cookery and survival activities, and teaches the children how previous generations lived. The skills and knowledge the children acquire equip children with problem-solving and social skills that will increase their employability.**
- Explore the breadth and depth of the national curriculum. **In addition to the links with the National Curriculum, the outdoor learning curriculum offers the children opportunities that they may not get elsewhere. Children can develop their autonomy, social skills, problem solving, fortitude, patience and confidence.**

# Curriculum Intent: Outdoor Learning

EYFS Outdoor Learning					
ADVENT 1 – <b>Growth and Change (Humans)</b> Children will...	ADVENT 2 – <b>Light and Dark (Grouping and Classifying)</b> Children will...	LENT 1 – <b>Comparing and Grouping. Floating and Sinking. Properties of Materials.</b> Children will...	LENT 2 – <b>Sounds and Senses</b> Children will...	PENTECOST 1 – <b>Growth and Change (Animals)</b> Children will...	PENTECOST 2 – <b>Growing plants</b> Children will...
<p>L1 LO: To use a mallet with increasing accuracy. LO: To show care and concern for living things and the environment.</p> <p>L2 LO: To begin to demonstrate good coordination and balance. Fine motor skills: LO: To grip and use a crayon effectively.</p> <p>L3 LO: To begin to demonstrate good coordination and balance. LO: To show an awareness of others and take turns.</p> <p>L4 LO: To show care and concern for living</p>	<p>L1 LO: To use fine motor skills to manipulate natural objects. LO: To explore the world and talk about things they notice. LO: Know how to talk about changes they can see in Winter.</p> <p>L2 LO: To understand basic fire safety.</p> <p>LO: To know some seasonal foods.</p> <p>LO: To follow instructions using prepositions.</p> <p>L3 LO: To show increasing control and use a hammer competently and confidently.</p>	<p>L1 LO: To begin to understand the meaning of Epiphany.</p> <p>LO: To recognise seasonal changes and learn some evergreen species.</p> <p>LO: To make choices and select and arrange plants to make an evergreen crown</p> <p>L2 LO: To begin to understand the significance of the seasons for previous generations.</p> <p>LO: To understand some traditional British celebrations.</p> <p>LO: I can talk about how things were different in the past.</p>	<p>L1 LO: To begin to understand what makes a good fuel for fire-lighting.</p> <p>LO: To work cooperatively with others.</p> <p>LO: To compare objects and group by size and how brittle they are (snap).</p> <p>L2 LO: To understand the significance of Shrove Tuesday.</p> <p>LO: To know some of the safety rules for the fire with prompting.</p> <p>LO: To know the ingredients of pancakes and the term 'batter'.</p>	<p>L1 LO: To try new experiences. LO: To understand the importance of healthy food choices and variety. LO: To learn about some common plants in the UK and their value.</p> <p>L2 LO: To negotiate space and obstacles safely.</p> <p>LO: To demonstrate strength, balance and coordination when playing.</p> <p>LO: To work and play cooperatively with others and take turns.</p> <p>L3 LO: To make observations of the natural world around them.</p>	<p>L1 LO: To choose suitable objects for transporting and carrying water.</p> <p>LO: To experiment with form and function.</p> <p>LO: To work cooperatively with others.</p> <p>L2 LO: To Make observations about the world around them.</p> <p>LO: To draw animals that they have found, with some of their features.</p> <p>LO: To begin to identify some common invertebrates.</p> <p>L3 LO: To experiment with colour and design.</p>

<p>things and the environment LO: To work cooperatively with others</p> <p>L5 LO: To manipulate materials and glue them down to create a picture. LO: To use scissors to cut leaves.</p> <p>LO: Know how to talk about changes in Autumn</p> <p>LO: Know how to dress in suitable clothing for the weather.</p> <p>L6 LO: To listen and follow safety rules. LO: To make sensible contributions to discussions. LO: To begin to understand fire safety.</p>	<p>LO: To take turns and tolerate delay when my needs are not met instantly.</p> <p>L4 LO: To move skilfully and negotiate uneven ground.</p> <p>LO: To demonstrate friendly behaviour.</p> <p>LO: To take turns and cope with failure or not winning.</p> <p>L5 LO: To use a variety of tools confidently and competently.</p> <p>LO: To follow instructions.</p> <p>LO: To take turns and cope when needs are not met immediately.</p> <p>L6 LO: I can show increasing control when using a paintbrush.</p> <p>LO: I can make choices and create my own design.</p> <p>L7 LO: I understand the basic fire safety rules and can tell them to another child.</p>	<p>L3 LO: I can choose and wear clothing to suit the weather.</p> <p>LO: I can give an opinion and ask questions.</p> <p>L4 LO: I can build a shelter with assistance.</p> <p>LO: I can make choices and offer opinions.</p> <p>LO: I can build respectful and cooperative relationships with my peers, and resolve conflicts.</p> <p>L5 LO: I can develop ideas in imaginative play.</p> <p>LO: To play cooperatively with others.</p> <p>L6 LO: To use Tools with increasing competency and confidence.</p> <p>LO: To show a respect for nature and begin to understand our impact on the natural environment.</p> <p>LO: To listen to and follow instructions</p>	<p>L3 LO: To begin to identify different pitches.</p> <p>LO: To create musical instruments from found objects.</p> <p>LO: To create a rhythm or basic pattern on an instrument.</p> <p>L4 LO: To know that birds build nests in the spring and lay eggs.</p> <p>LO: To develop more accurate fine motor skills.</p> <p>L5 LO: To know the signs of spring.</p> <p>LO: To work cooperatively with others.</p> <p>L6 LO: To enjoy a game and empathise with others.</p> <p>LO: To use careful observations skills and be able to keep a secret for the sake of other players.</p>	<p>LO: To give focused attention.</p> <p>L4 LO: To make observations and choices regarding colour and texture.</p> <p>LO: To make observations about the natural world.</p> <p>LO: To notice changes in the natural world.</p> <p>LO: To know how to dress in suitable clothing for the weather.</p> <p>L5 LO: To use fine and gross motor skills. LO: To work cooperatively with others.</p> <p>LO: To tie knots with support.</p> <p>L6 LO: To show resilience and perseverance.</p> <p>LO: To work cooperatively with others.</p> <p>LO: To move energetically.</p>	<p>LO: To make observations about the natural world.</p> <p>LO: To recognise signs of summer.</p> <p>LO: To work cooperatively with others.</p> <p>LO: To know how to dress appropriately for the weather.</p> <p>L4 LO: To develop resilience and perseverance.</p> <p>LO: To play cooperatively with others and follow rules. L5 LO: To experiment with colour, texture and design.</p> <p>LO: To develop fine motor skills.</p> <p>LO: To notice seasonal changes.</p> <p>Know how to talk about the changes they see in summer.</p> <p>L6 LO: To experiment with colour and design.</p>
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	<p>LO: I can show increasing gross and fine motor skills when cooking over a fire.</p> <p>LO: I am aware of other's feelings and can play games, letting others join in and succeed.</p>				<p>LO: To make colours by mixing.</p> <p>LO: To work cooperatively to create a summer scene.</p>
VOCABULARY					
Leaves, changes, red, orange, brown, crunchy, yellow, falling, season, protect, survive, risk, hammock, slackline, fire, heat, hot, safety.	Cold, ice, snow, bare trees, dark, freeze, frozen, warm, shadow, shape, migrate, fly, south, warmer, hibernate, shelter, warm, food store, curl, Gloves, scarf, boots, coat, balance, steady speed, fire safety, burn, fire gloves, fire blanket.	Wassail, celebrate, float, sink, heavy, light, bottom, top, soft, rough, smooth, hard, bendy, same, different, under, over, behind, in front, environment, wildlife, habitat.	Buds, shoots, leaves, warmer, blossom, rain showers, daffodils, eye, seeing, ear, hearing, nose, smelling, mouth, tasting, fingers, touching, feeling, senses, pitch, instrument.	British wild animal names. Butterfly, egg, larva cocoon/chrysalis, hatch, life cycle, changes, food, water, shelter, clean, humans, help, care, balance, help, together, cooperate, knot, twine, cord.	<p>Plant, leaf, stem, petal, flower, water, light, soil, food, sun, tee - shirt, shorts, sunglasses, hot, sunburn, safe, sun cream, shade, suitable, mix, texture.</p> <p>British wild animal names. Butterfly, egg, larva cocoon/chrysalis, hatch, life cycle, changes, food, water, shelter, clean, humans, help, care,</p>

**Year 1**  
**Outdoor learning**

				<b>PENTECOST 1 – Animals including Humans (ii) (Biology) Bushcraft Fire Physical Education (treasure hunts and physical challenges)</b> Children will...	
				<p>L1: Know how their body moves and that not all bodies move in the same way. L1: Know the names of the seasons and similarities and differences between them. Know how to dress appropriately for the seasons L1. Observe how conditions change in Spring and summer</p> <p>L2: Know how to use their 5 senses when exploring the outdoor environment and how to record their findings. L2: PE – begin to work with others to solve challenges.</p>	



				<p>L3: Know a variety of common mini-beasts and ways of classifying them using simple characteristics</p> <p>L3: Know what a fire triangle is, basic fire safety guidance and the basic principles of lighting and extinguishing fires.</p> <p>L4: Know some names of common birds and their characteristics</p> <p>L4: Bushcraft – begin to understand the principles of cooking on a fire, and develop confidence in basic cooking skills.</p> <p>L5: Know what camouflage is and that some animals use this to protect themselves</p> <p>L6: Take part in physical challenges with increasing difficulty to build confidence.</p> <p>L6. Observe how conditions change in Spring and summer</p>	
VOCABULARY					

				Weather (sunny, rainy, windy, snowy etc) Seasons (winter, summer, spring, autumn) sun, sunrise, sunset, Day length Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, reptile, amphibian, mammal, omnivore, carnivore, herbivore, all senses. Weather (sunny, rainy, windy, snowy etc) Seasons (winter, summer, spring, autumn) sun, sunrise, sunset, Day length, fire triangle, heat, fuel, oxygen	
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**Year 2  
SCIENCE**

<b>ADVENT 1 – Living things and Habitats (Biology)</b> Children will...					
<p>L1: Know what the word ‘biome’ means and that each biome has a variety of habitats within it. (Biomes- rainforest, desert, grassland, temperate forest, tundra, savannah)</p> <p>L1: Bushcraft – make a mini den that offers shelter.</p> <p>L2: Bushcraft – work with an adult to build a shelter.</p> <p>L3: Bushcraft – Begin to understand the fire triangle and the principles of fires safety. L3: Bushcraft - use a fire steel to create a spark, with support.</p> <p>L4: Begin to consider what keeps us healthy</p>					

<p>– exercise and a balanced diet.</p> <p>L4: Use clues to work as a team and solve challenges.</p> <p>L4: Use and explore a range of equipment to navigate a route, developing coordination, strength and motor skills.</p> <p>L5: Know that animals and plants live in habitats that provide their basic need and that the animals and plants depend upon each other.</p> <p>L5: Know what a 'micro-habitat' is.</p> <p>L5: Know how to apply their knowledge of habitats to create a habitat for an imaginary creature</p> <p>L6: Know how to sort and classify a variety of seeds.</p>					
VOCABULARY					

Living, dead, never been alive, suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes etc. Seed, fire steel, fire triangle, heat, fuel, oxygen, healthy, balanced diet.					
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**Year 3  
SCIENCE**

ADVENT 1	ADVENT 2	LENT 1 –	LENT 2 – <b>Animals including Humans (Biology)</b> Children will...	PENTECOST 1	PENTECOST 2
			<p>L1 To use a knife safely. L1: To create a fence post or peg.</p> <p>L2 To draw and create a clear map. L2: To create safety rules.</p> <p>L3 To draw a clear route on a map for others to follow.</p> <p>L4 To know that some animals do not have a back bone and that they are called invertebrates and that some animals have no bones at all.</p> <p>L5: To travel safely near a fire and to know the fire triangle.</p> <p>L5: To work cooperatively in a group to light a small fire.</p>		

			L6: To know that Humans and Animals cannot make their own food and have to get their nutrition from what they eat; Know what nutritional value is and how this helps us decide if a food choice is healthy or not.		
VOCABULARY					
			Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, support, protect, skull, ribs, spine, muscles, joints, oxygen, fuel, timber, sheath knife, sheath, fire-triangle, kindling, tinder, north, south, east, west, timber-hitch, invertebrates, classify		

**Year 4  
SCIENCE**

	ADVENT 2 –	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2 –
	<p>L1: Know how the water cycle links with the weather.</p> <p>L1: Know how environmental changes can cause dangers to living things; to include litter, pollution, oil spills, deforestation, development and global warming.</p> <p>L2: Use a fire steel to create sparks and light a fairy blanket. L2: To know the fire safety rules and the parts of the fire triangle.</p> <p>L3: To know the fire safety rules and the parts of the fire triangle. L3: To prepare food to be cooked on the fire.</p> <p>L4: Know that living things can be grouped in a variety of ways L4: Know how to classify mini-beasts</p>				



	<p>using the appropriate classification keys.</p> <p>L5: Know the meaning of the word endangered and to know at least 3 of the top ten endangered species; Know why one of the endangered animals is in danger, how humans have impacted the environment and how they can support the environment for this animal.</p> <p>L5: Work together to build a structure using a variety of tools.</p> <p>L6 To use tools to create a decorative item.</p> <p>L7; To cook a snack on the fire.</p>				
VOCABULARY					
	<p>Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate, fish, amphibian, reptile, bird,</p>				

	mammal, vertebrate, invertebrate, shelter, food, protection				
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**Year 5  
SCIENCE**

ADVENT 1 – Properties and Changes of Materials (Physics) Children will...	ADVENT 2 – Properties and Changes of Materials (Physics) Children will...	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
		<p>L1: To understand the basic needs of survival. L1: To learn basic knots for shelters.</p> <p>L2: To improve fire-lighting skills and learn how to build a fire up gradually. To maintain a fire, with support and cook toast independently on the fire.</p> <p>L3 To prepare and cook food on a fire. L3: Know that dissolving, mixing and changes of state are reversible changes L3: Know that some changes result in the formation of new materials and that this kind of change is not usually reversible (burning, acid on bicarb).</p>			

		<p>L4: To use communication strategies to work as a team.</p> <p>L4: To develop trust and work with others under pressure.</p> <p>L5: To know the safety rules for knife work.</p> <p>L5: To use a variety of whittling techniques.</p> <p>L6: To create an object using at least 2 whittling techniques.</p>			
VOCABULARY					
		<p>Survival, basic needs, dehydration, hypothermia, hyperthermia, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/not reversible, change, burning, rusting, new material., whittling, sheath knife, timber hitch, clove hitch, overhand knot, whittling, thumb-push cut.</p>			

Year 6  
SCIENCE

ADVENT 1	ADVENT 2 – Living	LENT 1	LENT 2	PENTECOST 1 –	PENTECOST 2
					<p>L1 To whittle a stick safely. L1 To create their own patterns and designs using more than one technique.</p> <p>L2: To use information given by others to work collaboratively and complete tasks. L2 To suggest ideas and amendments to games based on prior experience.</p> <p>L3: Know how living things are classified into broad groups; common observable features, similarities and differences. – specifically leaves and some animals L3: Know that animals and plants have changed over time. L3: Know what natural selection is and how this promotes adaptation.</p>

					<p>L4: To light and extinguish a fire safely. L4: To know what is required to maintain a fire.</p> <p>L5: To prepare food and cook it on the fire. L5: To make a shelter without adult assistance.</p> <p>L6: To work on the site to improve habitats for wildlife. L6: To paint in the style of street art.</p>
VOCABULARY					
					<p>Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering, bacteria, micro-organism, spore offspring, sexual reproduction, vary, variation, characteristics, suited, adapted, environment, inherited, species, fossils, adaptation, acquired characteristic,</p>

					inherited characteristic, gene, natural selection, artificial selection, whittle, sheath knife, fire triangle, timber hitch, clove hitch, overhand knot, street art, graffiti
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