

Area of DM	Little Chestnuts	Reception	Area of national curriculum	Year 1	2	3	4	5	6	
Communication and Language	<ul style="list-style-type: none"> Understand and respond appropriately to questions or instructions in an outdoor environment. Speak in sentences about things encountered outdoors using a widening range of vocabulary. Begin a conversation with an adult or friend outdoors, taking it in turns to speak and listen. 	<ul style="list-style-type: none"> Listen carefully to adults and peers in outdoor environments Articulate and describe outdoor experiences in some detail using well-formed sentences and appropriate vocabulary. Begin to ask questions about things they encounter outdoors. Use talk to solve problems, organise thinking and undertake activities. 	Art	<ul style="list-style-type: none"> Draw, paint, print and rub on different surfaces with growing control. Create and describe artwork using natural resources they have collected. Demonstrate weaving techniques. 	<ul style="list-style-type: none"> Independently, draw, paint, print and rub on different surfaces with increasing control. Continue to create artwork using natural materials Weave a range of materials (Grass, threads, willow) 	<ul style="list-style-type: none"> Begin to use sketch books to explore techniques, collect materials and sketch natural forms. Create repeating patterns using natural resources. Lash sticks together to make a weaving frame. 	<ul style="list-style-type: none"> Use sketch books to explore techniques, collect materials and sketch natural forms. Join two parts successfully selecting a knot they have previously learnt. 	<ul style="list-style-type: none"> Use sketch books to explore techniques, collect materials and sketch natural forms. Confidently create sculptures using natural and recycled materials. Use appropriate joining techniques. 	<ul style="list-style-type: none"> Use sketch books to explore techniques, collect materials and sketch natural forms. 	
Physical Development	<ul style="list-style-type: none"> Select an appropriate resource or tool to carry out a simple plan outdoors. Safely move a large stick with a friend. Begin to use a vegetable peeler to whittle a vegetable with close adult support. Get dressed for outdoor learning with increasing independence. 	<ul style="list-style-type: none"> Independently and safely move across different terrain safely using acquired fundamental movement skills. Select and safely use trowels, potato peelers and mallets with growing independence. Prepare for and manage outdoor learning with growing independence (Getting dressed, lining up and sitting at basecamp) 	Computing	<ul style="list-style-type: none"> With support, record video and images of outdoor learning activities using a camera. With support, collect data in outdoor environments. Play games which involve giving and receiving commands that control direction and movement. 	<ul style="list-style-type: none"> Independently record videos and picture of outdoor activities. Collect data and generate simple charts using natural resources. 	<ul style="list-style-type: none"> Solve multi step, open ended problems by breaking them up into small parts. 	<ul style="list-style-type: none"> Solve multi step, open ended problems by breaking them up into small parts. 			
Understanding the world	<ul style="list-style-type: none"> Use all senses to explore natural resources and notice differences and change. Plant a seed and observe its stages of growth. Begin to respect and care for natural environments and living things. 	<ul style="list-style-type: none"> Draw simple maps of different outdoor areas. Continue to use all senses to explore the natural world around them, describing what they can see, hear and feel while outdoors. Notice growth and seasonal change. 	DT	<ul style="list-style-type: none"> Independently tie overhand and half hitch knots. Independently whittle vegetables using a vegetable peeler. Select and use suitable resources and equipment safely. Plant and observe the growth of sesame seeds, sunflower seeds and lettuces. Recognise the uses of fire and act safely around it. 	<ul style="list-style-type: none"> Act safely around fire by explaining the fire triangle. Plant and observe the growth of raspberries and oats. Create a small shelter for a nocturnal animal using natural resources and suitable equipment. Begin to saw wood with adult support. Safely use secateurs to cut sticks with adult support. Safely whittle sticks with adult support Tie a shoe lace and reef knot. 	<ul style="list-style-type: none"> Experiment with wattle and daub as a construction technique. Independently and safely whittle a stick to a point. Safely use a palm drill with support. Safely use a saw safely and independently. Tie a cow hitch, sheet bend, figure of 8 and friendship knots. With support, calve a simple form based on a mud prototype. Plant and observe the growth of seasonal fruit (berries) 	<ul style="list-style-type: none"> Use wattle and daub to construct a small dwelling. Begin to whittle sticks with a whittling knife. Independently use a palm drill to create a wooden bug. Cut safely and independently, selecting the correct tool for the job. Tie a carrier knot and use it to carry something. Continue to experiment with carving techniques. Plant and grow potatoes, garlic and onions to make soup. 	<ul style="list-style-type: none"> Continue to experience whittling and carving using knives. Explain how store and care for a range of outdoor equipment. Tie a bowline knot. 	<ul style="list-style-type: none"> Select and use tools in a safe and organised way, caring for equipment. Confidently carve a simple tool (Spoon, mallet, tent peg) Plant beans, broccoli carrots and peppers. I can built a waterproof shelter using tarpaulin and securing it using knots I have learnt. 	
Personal and Social	<ul style="list-style-type: none"> Use talk to organise myself and my friend(s) when exploring outdoor environments. Begin to solve conflicts with growing assertiveness. I can begin to independently follow the Outdoor Learning Rules. 	<ul style="list-style-type: none"> Build and maintain constructive friendships outdoors. Express and moderate their feelings when outdoors. Work as team to achieve small, challenging tasks, solving problems and recognising others' perspectives and feelings. Remember and follow outdoor learning rules 	Geography	<ul style="list-style-type: none"> Observe outdoor environments, noticing seasonal change, weather patterns and local change in their environment. Use and make maps of outdoor areas using appropriate vocabulary to describe position (near/far etc.) Suggest ideas for improving outdoor environments. 	<ul style="list-style-type: none"> Observe and record key human and physical characteristics of local, outdoor environments using simple fieldwork. Use 4-point compass directions and locational language to describe features of outdoor environments. 	<ul style="list-style-type: none"> Make detailed field sketches of physical and human features in in my local area. I can make, interpret and follow simple maps of outdoor environments using symbols and keys. 	<ul style="list-style-type: none"> I can make more detailed fieldwork sketches/diagrams. I can make plans and maps using symbols and keys. I can show I know the physical and human features of my locality. 		<ul style="list-style-type: none"> Interpret maps using grid references, symbols and keys. Navigate using the eight points of a compass. 	
			History	<ul style="list-style-type: none"> Recount an outdoor activity using appropriate words/phrases. 						
			Music	<ul style="list-style-type: none"> I can remember and perform some camp fire songs as part of a large group. 	<ul style="list-style-type: none"> Remember and perform camp fire songs with expression as part of a large group. 					

			PE	<ul style="list-style-type: none"> Understand the need for correct clothing and independently get changed for Outdoor Learning. Work individually or as part of a team to solve problems and participate in games. 	<ul style="list-style-type: none"> Solve problems and communicate clearly in team games and activities. Notice how being outdoor affects them both mentally and physically. Independently get changed and prepared for outdoor learning, selecting appropriate clothing. 	<ul style="list-style-type: none"> I can explain how being outdoors affects my mental and physical wellbeing. Attempt problems with a partner or small group, planning, attempting and reflecting on strategies. 	<ul style="list-style-type: none"> I can explain how being outdoors affects my mental and physical wellbeing. Attempt problems with a partner or small group, planning, attempting and reflecting on strategies. Design and navigate a simple orienteering course with a partner. 	<ul style="list-style-type: none"> Recognise the affect that exercise has on mental and physical wellbeing. Work effectively as part of a small group, sharing idea, agreeing a strategy and using critical thinking to reflect upon their successes and failures. 	<ul style="list-style-type: none"> Recognise the affect that exercise has on mental and physical wellbeing. Work effectively as part of a small group, sharing idea, agreeing a strategy and using critical thinking to reflect upon their successes and failures. Design and navigate a simple orienteering course with a partner
			Science	<ul style="list-style-type: none"> Explore the world around them, asking simple scientific questions about how and why things happen. Identify and name a variety of wild, garden and flowering plants (Including evergreen and deciduous trees) Identify and name a variety of common animals (Including fish, amphibians, reptiles, birds and mammals) 	<ul style="list-style-type: none"> Describe the basic life cycle and needs of plants, humans and animals (Including habitats) Sort and classify objects in outdoor environments. Recognise differences between things that are living, dead and have never been alive. I can identify habitats within the school grounds and talk about what might live their based on their needs. Observe the natural and human world around them, asking questions about how and why things happen (Including changes over time) 	<ul style="list-style-type: none"> Identify and name the parts of a flowering plants, recognising how these vary between species of plants. Recognise and name a variety of flowing plants. Compare and group different types of rocks. Recognise that soils are made of organic matter and rocks. Record patterns in and explain why shadows move throughout the day. Suggest simple methods of protecting yourself from the sun. 	<ul style="list-style-type: none"> I can construct and interpret a variety of food chains, identifying producers, predators and prey. I can compare and group materials together, according to whether they are solids, liquids or gases Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things I can recognise that sound gets quieter as distance from the source increases. 	<ul style="list-style-type: none"> Recognise that the force of gravity acts between the earth and a falling object, Experiment with air resistance, water resistance and friction. 	<ul style="list-style-type: none"> I can use and create a key to identify trees and animal tracking signs. I can identify different animal groups and describe their habitats. I can survey an area and record statistics.