



Hamp Nursery and Infants School

**Outdoor
Learning
2026 - 2027**

Introduction

At Hamp Nursery and Infants school our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years 2021 framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities that the school organises in order to enrich and enhance the experiences and learning of our children in their local context. It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each 'Literacy Tree' story, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning.

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery and Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

Rationale:

At Hamp Nursery and Infants School we are committed to providing outdoor learning for all. We believe learning in our outdoor areas is an important aspect of every child's growth and development.

"... outdoor learning may be particularly beneficial for children who struggle to maintain concentration in more formal classroom settings and actively seek out ways to introduce direct experience into their learning." Waite, S. (2010)

Our outdoor area offers children the opportunity to access and discover all areas of both the current EYFS statutory framework and the KS1 curriculum. Our children will engage in outdoor learning where they will develop their physical skills and also their creative, linguistic, problem solving, personal, social and emotional skills.

Curriculum Intent:

At Hamp Nursery and Infants School Outdoor Learning is an integral part of our school curriculum. All children in the school and onsite nurseries have access to broad and diverse learning experiences in our outdoor and Forest Rangers areas. Outdoor learning provides valuable

opportunities to support children's physical development, wellbeing, communication, independence, collaboration and understanding of the world. At Hamp Nursery and Infants School, we will provide fully inclusive and differentiated learning in our outdoor areas that is safe and supportive. We aim to provide appropriate opportunities for children to experience managed risk, supported by clear boundaries, supervision and proportionate risk assessment, so that they can develop confidence, judgement and independence. We are committed to providing opportunities for children to learn in a cross-curricular way that has outdoor learning interwoven into all of our topic plans.

Curriculum Implementation:

At Hamp Nursery and Infants School, we are committed to enhancing our children's experiences, increasing their engagement in learning and developing individual motivation.

Outdoor Learning will be taught throughout the school and nurseries using our curriculum which is linked to our 'Literacy Tree' stories for each year group. Each story is introduced with a question which is used to stimulate learning across all areas of the curriculum. There is an expectation that all 'Topic Plans' include elements of Outdoor Learning.

In EYFS, children are able to access their own outdoor areas during child-initiated activities. They will access the wider outdoor areas of the school when following adult led activities to enhance learning in Prime and Specific areas of the current EYFS statutory framework. Each class will take part in weekly or fortnightly sessions. When appropriate teachers will further develop skills, the children have learnt within the Forest Rangers sessions.

At Hamp Nursery and Infants School we recognise that all curriculum areas can be taught indoors or outdoors. Teachers will plan exciting lessons that are linked to our curriculum 'Topic Plans'.

As part of our commitment to Outdoor Learning, we have created our Forest Rangers area. Children will develop a progressive range of outdoor and Forest Ranger skills, with increasing independence, responsibility and appropriate challenge. E.g. tying knots or whittling using peelers then knives. As part of the whole school initiative, children will be supported and encouraged to speak clearly, listen carefully and follow the Forest Ranger rules.

Safe and Responsible Outdoor Learning

Outdoor learning will be planned and delivered in line with the school's wider safeguarding, health and safety, first aid, behaviour, educational visits and risk assessment arrangements. Outdoor activities should be planned with the same high expectations for teaching, learning and safeguarding as indoor learning.

Staff will consider the specific activity, location, weather and environmental conditions, children's ages, development, additional needs and the competence of supervising adults. Risk assessments will be proportionate to the activity and will focus on significant and foreseeable risks and the control measures needed. Where activities involve increased or specialist risk, including the use of specialist tools or equipment, these will only take place where appropriate training, supervision, risk assessment and school procedures are in place.

Supervision will be active and purposeful. Staff will establish clear boundaries, routines and signals before activities begin and will maintain appropriate awareness of all children throughout. Staffing levels will be determined by the activity, location and individual needs of the children and will meet or exceed statutory requirements where applicable.

Weather and clothing: Outdoor learning will normally continue throughout the year. Staff will monitor weather and site conditions and adapt activities where necessary. The school will promote suitable clothing, footwear, sun protection and access to drinking water. Activities will be paused, moved or adapted where conditions present an unacceptable risk, such as extreme heat, thunderstorms, high winds, flooding, ice or unsafe ground conditions.

Hygiene and site management: Children will be supported to wash hands at appropriate points, particularly after contact with soil, plants, animals or natural materials and before eating. Outdoor areas will be checked and maintained so that hazards are identified and managed promptly. Toileting, intimate care, allergies, medication and individual healthcare plans will be managed in line with school procedures.

Emergency arrangements: Staff will know the location of first aid equipment and how to summon additional support. Emergency procedures will be clear for each outdoor area, including arrangements for missing or separated children, serious injury, sudden changes in weather and evacuation if required. Incidents, accidents and near misses will be recorded and reviewed in line with school procedures.

Inclusion and accessibility: Outdoor learning will be planned so that all children can participate meaningfully. Staff will adapt activities, equipment, communication approaches, routes, resources and levels of support where required. Children with SEND, medical needs, sensory needs, mobility needs or EAL will be supported through reasonable adjustments and appropriate individual planning.

Child voice and independence: Children will be encouraged to contribute ideas, make choices, solve problems, care for the environment and reflect on their experiences. Staff will balance appropriate challenge and managed risk with clear safety expectations, supporting children to develop independence without creating unnecessary restrictions.

Sustainability and care for the environment: Children will be taught to respect living things and the outdoor environment. Activities will promote care for plants, wildlife and natural resources, including responsible use of materials and reducing unnecessary waste.

Skills Progression

<u>Nursery</u>	Children will be taught to: Learn the Forest Ranger rules and begin to follow them with support, including how to move around the site. Sit on logs in the Fire Circle for a short time to listen to adults, beginning to know not to step inside the inner circle. (Rope) Begin to stand up & move behind their log with adult support. Hand over hand support to use peelers to whittle sticks. Use rubber mallets to tap objects using both hands, with adult support.
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	Use cord to begin to tie single knot with support around fence posts or large stick. Use play spades to dig in sand or loose soil. Follow simple instruction with one or two parts sometimes with adult support.
<u>Reception</u>	Children will be taught to: Learn the Forest Ranger rules and begin to follow them with support as needed, including how to move around the site. Stand up and move behind their log sometimes with adult support. Sit on logs in fire circle for short time knowing not to step inside inner circle. (Rope) Use peelers to whittle sticks (Elder) with growing independence and support as needed. Use tent pegs to push out pith with adult support. Use rubber mallets and stubby hammers to tap objects using both hands. Use cord and thick string to tie a single knot, moving to a double knot with support if needed. Begin to lash sticks together to make frames with adult support. Use palm drills with adult support to make small holes in wood. Use child sized garden spades to dig holes. Follow simple instructions with one or two parts independently.
<u>Year 1</u>	Children will be taught to: Remember and use Forest Rangers rules including how to move around site. Sit on logs in Fire Circle, following rules not to enter inner rope circle. Stand up and move to stand behind own log when asked to by an adult. Use peelers to whittle sticks (Elder) independently. Use tent pegs to push out pith independently. Use rubber mallets, stubby or pin hammers to hit large nails with adult support as needed. Use thick or thin string to tie double knots independently. Lash sticks together to make right angles, crosses, frames and rafts with adult support as needed. Use palm drills and hand drills with support as needed to drill holes in wood. Use junior hacksaws and bow saws, (in pairs) to cut wood with adult support. Use child sized garden spades to dig holes turn over soil and plant seeds with support as needed. Follow instructions with two or three parts independently.
<u>Year 2</u>	Children will be taught to:, Independently move around the Forest Rangers area with mindfulness of the Forest Rangers rules. Sit on logs in Fire Circle, put up hand to move and always move around outside of log circle knowing they must not enter the inner rope circle. Whittle a variety of sticks using peelers competently and independently. Begin to use Forest Rangers knives to whittle Elder sticks with adult support. (1:1)

	Use rubber mallets, stubby or pin hammers to join wood with large nails independently. Use thick or thin string to lash sticks together and tie double knots to create frames and 3D models independently. Use palm drills and hand drills to make holes in wood independently Use junior hacksaws and bow saws (in pairs) mostly independently. Use child sized garden spades to turn over and cultivate soil, plant seeds and seedlings independently. Follow complex instructions with two or three parts.
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As part of planning and assessment the class teachers will ensure the skills and experiences the children have are interwoven with our 'Topic Plans'.

Curriculum Impact

Roles and responsibilities

The Headteacher and senior leaders are responsible for ensuring that the policy is implemented, reviewed and aligned with statutory requirements and the school's health and safety arrangements.

The Outdoor Learning/Forest Rangers lead will support curriculum development, staff guidance, progression and monitoring, and will ensure that relevant risk assessments and operational procedures are reviewed with appropriate staff.

Class teachers are responsible for planning purposeful outdoor learning opportunities, considering individual needs, assessing learning and ensuring that activities are appropriately supervised and resourced.

All staff are responsible for following school procedures, reporting hazards and incidents, maintaining appropriate supervision and modelling safe, respectful and environmentally responsible behaviour.

Through a consistent and progressive outdoor learning curriculum, children at Hamp Nursery and Infants School will develop as confident, resilient and well-rounded learners. They will become confident and resilient learners who will be able to work collaboratively as part of a team or with growing independence. Children will be able to have confidence in their ability to use problem solving and reasoning. They will build resilience through trying out their ideas and learning that sometimes we do not succeed the first time and we need to try again.

Our Forest Rangers area will be further developed throughout the year, this will make an impact on the experiences, learning and progress children will make moving forward.

Outdoor Learning will be evidenced in floor books which will contain photographs, children's work and children's voice.

Speaking and Listening

At Hamp Nursery and Infants School we place a higher emphasis on the development of Speaking and Listening skills. As well as its vital role in 'Literacy Tree' activities, this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning. Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversation with children and with other staff.

SEND

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning, raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small group. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short-term targets.

EAL

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement

Pupils requiring greater challenge

As a school we work to ensure that we are providing effective provision for children requiring greater challenge. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.

Class Teachers will inform the relevant curriculum leader who keeps a register of all class children's strengths in the school. Using this valuable information, the coordinator will plan enrichment activities where required in liaison with Class Teachers and Subject coordinators.

Diversity and Equality

At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and relevant curriculum leader provide additional support both within and out of the classroom setting.

Online Safety

At Hamp Nursery and Infants School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

Differentiation

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants School we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions.

Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

Outdoor Learning

At Hamp Nursery and Infants School we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our Forest Rangers and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum. Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants School, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: Mrs Bryant - Autumn Term 2024

Reviewed and updated: Mrs Hall - Autumn Term 2026

Approved by: Head

Approved by Chair of Governors

Key reference documents for this policy include:

- Department for Education - Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers, effective from 1 September 2026.
- Department for Education - Health and safety: responsibilities and duties for schools.
- Health and Safety Executive - School trips and outdoor learning activities: proportionate risk management guidance.
- School safeguarding, first aid, educational visits and risk assessment policies and procedures