



St Leonard's Primary School Outdoor Learning Skills Progression Nursery to Primary 7



August 2024

Vision

The Outdoor Learning Skills Progression has been organised by Curriculum for Excellence level and stages. Within each stage there are suggested activities to cover a range of Curriculum for Excellence Experiences and Outcomes.

Our vision for Outdoor Learning is that:

- All children are participating in a range of progressive and creative outdoor learning experiences which are linked to the curriculum.
- We are providing regular, engaging and challenging opportunities for all children to learn outdoors throughout their school career.
- Teachers embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for our children.

Rationale

At St Leonard's Primary School, we believe that outdoor learning facilitates that opportunity for memorable learning experiences, providing learners with greater independence, physical competence and developing their language and understanding of the world in which we live in (Learning Through Landscapes, 2022).

When learning outside of the classroom, children develop their social and leadership skills and demonstrate more engagement within their learning. (Education Scotland, 2022). This promotes lifelong learning and develops critical thinking skills (Learning Teaching Scotland, 2010).

The 17 UN Global Goals for Sustainability has placed outdoor and play based learning at the forefront when teaching about the Global Goals.

We understand that outdoor learning and play provides our learners with immersive experiences of the natural world. It allows pupils to develop an understanding and make decisions, learn in interlinking and alternative ways and work with others in a way that is compatible for a more sustainable society.

Benefits of Outdoor Learning

Multiple HGIOS4 Quality Indicators refer to Outdoor Learning and its benefits, stating “Outdoor learning experiences are often remembered for a life time” (2010, page 5).

Outdoor Learning experiences can serve as an educational purpose, enhancing and enriching children’s learning. Real-world learning opportunities bring the benefit of formal and informal education and reinforce meaningful learning through acquiring knowledge and skills through-real-life, practical or hands-on activities. (Learning and Teaching Scotland, 2010)

There are numerous benefits to Outdoor Learning for all children such as:

- Consolidating learning through real life practical activities.
- Supporting transitions to new places and situations.
- Increasing motivation and willingness to learn.
- Developing confidence and self-awareness. Developing social and communication skills.
- Meeting different challenges and becoming more independent.
- Demonstrating achievement - through awards, displays and presentations.

Health and Safety

When planning for Outdoor Learning experiences, we will ensure that the area that learners are using has been assessed for any potential risks or hazards.

We will complete an Evolve when taking classes further afield for these sessions and ensure that parental consent has been given for all children attending.

We will carry a first aid kit and contact information in the red class bag.

If any incidents occur during a session, Senior Management Team will be informed, and parents and carers contacted if necessary. A HS1 Accident and Incident Form will be completed on return to the school building as soon as possible, if required.

Risk Assessment and Safety Skills

Stage	Skills Progression and Suggested Activities	Experiences and Outcomes	Skill for Life, Learning and Work
Nursery	<ul style="list-style-type: none"> • Getting ready for learning outdoors (dressing appropriately). • Basic safety. • Boundaries with visuals (rope, cones). 	HWB 0-16a HWB 0-17a HWB 0-18a	Identifying
Primary 1	<ul style="list-style-type: none"> • Getting ready for learning outdoors (dressing appropriately). • Staying safe in different weather. • Basic safety (123 Where are you? Game). • Stick safety. • Reinforce boundaries (If you can't see me, I can't see you) • Water safety – looking at level and speed of water in stream 	HWB 0-16a HWB 0-17a HWB 0-18a	Identifying
Primary 2	<ul style="list-style-type: none"> • Reinforce dressing for outdoor learning and staying safe in the weather. • Looking and thinking about dangers in our surroundings. • Identifying these dangers. • Reinforce boundaries expand areas to include a range of activities for example climbing. • Introduce use of equipment (rope) and how to be safe. 	HWB 1-16a HWB 1-17a HWB 1-18a	Identifying
Primary 3	<ul style="list-style-type: none"> • Looking and thinking about dangers in our surroundings. • Identifying these dangers. • Reinforce boundaries expand areas to include a range of activities for example climbing. • Continue use equipment and safety around its use. 	HWB 1-16a HWB 1-17a HWB 1-18a	Identifying

Primary 4	<ul style="list-style-type: none"> • Extend boundaries. • Review space and the risks within the area (with support). 	HWB 1-16a HWB 1-17a HWB 1-18a	
Primary 5	<ul style="list-style-type: none"> • Risk assesses space and individual activities. • Follow instructions to be able to independently use equipment. 	HWB 2-16a HWB 2-17a HWB 2-18a	Identifying
Primary 6	<ul style="list-style-type: none"> • Plan an activity including risk assessing the space and equipment. • Work in a team collaboratively to ensure the safety of other. 	HWB 2-16a HWB 2-17a HWB 2-18a	Identifying Co-operation Collaboration
Primary 7	<ul style="list-style-type: none"> • Identify the difference between a hazard and a risk. • Plan and prepare an outdoor activity day. Considering weather conditions, equipment, a variety of boundaries and the safety concerns. 	HWB 2-16a HWB 2-17a HWB 2-18a	Identifying Co-operation Collaboration

Fire Safety and Cooking Skills

Stage	Skills Progression and Suggested Activities	Experiences and Outcomes	Skill for Life, Learning and Work
Nursery	<ul style="list-style-type: none"> • Introduce fire safety. • Introduce the fire triangle. • Observe toasting techniques. 	HWB 0-16a HWB 0-17a HWB 0-29a HWB 0-30a TCH 0-04a	Concentration Communication Identifying
Primary 1	<ul style="list-style-type: none"> • Understand how to stay safe near a fire. • Observe and talk about fire lighting procedures. • Reinforce the use of the fire triangle. • Use simple toasting techniques to make a simple snack. 	HWB 0-16a HWB 0-17a HWB 0-29a HWB 0-30a TCH 0-04a	Concentration Communication Identifying
Primary 2	<ul style="list-style-type: none"> • Light a candle. • Understand the use of fire. • Discuss the fire triangle and why we have it. 	HWB 1-16a HWB 1-17a HWB 1-30a HWB 1-30b TCH 1-04a	Concentration Communication Identifying
Primary 3	<ul style="list-style-type: none"> • Discuss what is needed to light a fire. • Light a piece of cotton wool for the fire. • Use simple toasting techniques. 	HWB 1-16a HWB 1-17a HWB 1-30a HWB 1-30b TCH 1-04a	Concentration Communication Identifying
Primary 4	<ul style="list-style-type: none"> • Discuss safety precautions. • Collect dry tinder/kindling/leaves and use to practice making a spark. • Introduce fire lighting and cooking over a campfire. 	HWB 1-16a HWB 1-17a HWB 1-30a HWB 1-30b TCH 1-04a	Concentration Communication Identifying

Primary 5	<ul style="list-style-type: none"> • Discuss safety precautions. • Collect dry tinder/kindling/leaves and use to practice making a spark. • Continue fire lighting and cooking over a campfire. 	HWB 2-16a HWB 2-17a TCH 2-04a	Concentration Communication Identifying
Primary 6	<ul style="list-style-type: none"> • Be aware of how the weather effects building a fire. • Support in setting up safety precautions for example fire triangle. • Supported fire lighting (with supervision). • Research, plan, and cook a snack on the fire with support. • Extinguish the fire with support. 	HWB 2-16a HWB 2-17a TCH 2-04a	Concentration Communication Identifying
Primary 7	<ul style="list-style-type: none"> • Be aware of how the weather effects building a fire. • Support in setting up safety precautions for example fire triangle. • Research, plan, and cook a snack on the fire with support. • Extinguish the fire with support. • Set and decide on an appropriately sized fire (with supervision). 	HWB 2-16a HWB 2-17a TCH 2-04a	Concentration Communication Identifying

Nature and Conservation Skills

Stage	Skills Progression and Suggested Activities	Experiences and Outcomes	Skill for Life, Learning and Work
Nursery	<ul style="list-style-type: none"> • Life cycles • Observe seasonal changes within surroundings. • Encourage being respectful when outdoors – leaving areas as you have found them. • Create bird feeder for school grounds/forest. 	SCN 0-01a SCN 0-03a SOC 0-08a	Concentration Identifying
Primary 1	<ul style="list-style-type: none"> • Life cycle of a butterfly. • Sweep for bugs/mini beasts. • Identify changes of the seasons. • Encourage being respectful when outdoors – leaving areas as you have found them. • Create bird feeder for school grounds/forest. 	SCN 0-01a SCN 0-03a SOC 0-08a SOC 0-09a SOC 0-12a	Concentration Identifying
Primary 2	<ul style="list-style-type: none"> • Identify some insects/mini beasts. • Encourage being respectful when outdoors – leaving areas as you have found them. • Observe changes in the tree and compare to cards. • Discuss and share how we can be respectful when outdoors. 	SCN 1-01a SCN 1-03a SOC 1-07a SOC 1-08a	Concentration Identifying
Primary 3	<ul style="list-style-type: none"> • Life cycles of plants (seeds and bulbs) • Identify different types of trees around the school and local areas. • Encourage being respectful when outdoors – leaving areas as you have found them. • Litter pick within school grounds and promote importance of looking after the environment within school. • Design a habitat for a hedgehog. 	SCN 1-01a SCN 1-03a SOC 1-07a SOC 1-08a	Concentration Identifying

Primary 4	<ul style="list-style-type: none"> • Life cycles of plants (bees) • Identify and classify different animals found within the school grounds/local area. • Encourage being respectful when outdoors – leaving areas as you have found them. • Create a bug hotel using the knowledge of mini beasts. • Investigate the importance of bees. 	SCN 1-01a SCN 1-03a SOC 1-07a SOC 1-08a	Concentration Identifying
Primary 5	<ul style="list-style-type: none"> • Name and identify common garden birds and talk about their features. • Encourage being respectful when outdoors – leaving areas as you have found them. • Plan, plant and harvest foods in the school grounds. • Litter pick within local area. • Discuss food waste and how to reduce this at home/school. 	SCN 2-01a SOC 2-08a	Concentration Identifying
Primary 6	<ul style="list-style-type: none"> • Identify different animal groups and describe their habitats. • Identify a variety of wild plants and their uses in the environment. • Encourage being respectful when outdoors – leaving areas as you have found them. • Litter picking within the local area and promote the importance of keeping our environment tidy. • Create a wildlife friendly habitat in school grounds (compost heap, log and rock piles). 	SCN 2-01a SCN 2-02a SCN 2-02b SCN 2-03a SOC 2-08a	Concentration Identifying
Primary 7	<ul style="list-style-type: none"> • Increased knowledge about the wildlife within our school grounds – observational drawings and surveying. • Encourage being respectful when outdoors – leaving areas as you have found them. • Develop understand of people in the past who have had an impact on conserving an area. 	SCN 2-01a SCN 2-02a SCN 2-02b SCN 2-03a SOC 2-08a	Concentration Identifying

	<ul style="list-style-type: none">• Litter picking within the local area and promote the importance of keeping our environment tidy.• Investigate the eco systems within glen and public park.		
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Building Skills

Stage	Skills Progression and Suggested Activities	Experiences and Outcomes	Skill for Life, Learning and Work
Nursery	<ul style="list-style-type: none"> • Build a simple den using tarps. • Build a small animal shelter using loose parts. 	TCH 0-09a TCH 0-10a	Resilience Concentration Imagination Teamwork Collaboration Communication
Primary 1	<ul style="list-style-type: none"> • Build a simple den using tarps and pegs. • Build a small animal shelter using loose parts. 	TCH 0-09a TCH 0-10a	Resilience Concentration Imagination Teamwork Collaboration Communication
Primary 2	<ul style="list-style-type: none"> • Build a simple den using sticks, tarps, and pegs. • Build a small shelter for animals using natural materials. 	TCH 1-09a TCH 1-10a	Resilience Concentration Imagination Teamwork Collaboration Communication
Primary 3	<ul style="list-style-type: none"> • Introduce bungees and ropes to build dens. • Make a natural shelter within the forest. 	TCH 1-09a TCH 1-10a	Resilience Concentration Imagination Teamwork Collaboration Communication

Primary 4	<ul style="list-style-type: none"> • Learn basic knots (half knot and half hitch knot) • Use knots to link tarps and join sticks for different den structures. 	TCH 1-09a TCH 1-10a	Resilience Concentration Imagination Teamwork Collaboration Communication
Primary 5	<ul style="list-style-type: none"> • Develop a range of structures and sizes of dens. • Consider using materials to make den waterproof or to house several people. 	TCH 2-09a TCH 2-10a	Resilience Concentration Imagination Teamwork Collaboration Communication
Primary 6	<ul style="list-style-type: none"> • Try more complex knots (timber hitch and reef knot) • Improve dens by using these knots. 	TCH 2-09a TCH 2-10a	Resilience Concentration Imagination Teamwork Collaboration Communication
Primary 7	<ul style="list-style-type: none"> • Plan out structure and design den, choose site, and choose what equipment to use. • Review and compare dens with peers. 	TCH 2-09a TCH 2-10a TCH 2-11a	Resilience Concentration Imagination Teamwork Collaboration Communication

Navigation Skills

Stage	Skills Progression and Suggested Activities	Experiences and Outcomes	Skill for Life, Learning and Work
Nursery	<ul style="list-style-type: none"> • Follow rules and boundaries. • Promote free exploration. 	SOC 0-07a	Concentration Teamwork Co-operation Communication
Primary 1	<ul style="list-style-type: none"> • Follow rules and boundaries. • Promote free exploration. • Discuss how to travel to outdoor learning space (with support). • Introduce directional language. 	SOC 0-07a MTH 0-17a	Concentration Teamwork Co-operation Communication
Primary 2	<ul style="list-style-type: none"> • Use directional language (near and far; left and right). • Plan how to travel to outdoor learning space (with support). • Recognise human and physical features within the outdoor learning area. • Create a simple map of the school grounds. 	SOC 1-14a MTH 1-17a	Concentration Teamwork Co-operation Communication
Primary 3	<ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West) • Use directional language (near and far; left and right) • Recognise human and physical features within the outdoor learning area. • Demonstrate understanding of the concept of a basic map. • Complete a simple scavenger hunt within the school groups. 	SOC 1-14a MTH 1-17a	Concentration Teamwork Co-operation Communication
Primary 4	<ul style="list-style-type: none"> • Demonstrate understanding of the concept of a basic map. • Navigate your way around a simple orienteering course. • Understand the term 'orientate' or 'setting' a map. • Record information accurately. 	SOC 1-14a MTH 1-17a	Concentration Teamwork Co-operation Communication

	<ul style="list-style-type: none"> • Follow rules when completing an orienteering activity. 		
Primary 5	<ul style="list-style-type: none"> • Demonstrate understanding of the concept of a basic map. • Navigate your way around a simple orienteering course. • Understand the term 'orientate' or 'setting' a map. • Record information accurately. • Follow rules when completing an orienteering activity. • Recognise symbols and features of a map. 	<p>SOC 2-09a SOC 2-14a MTH 2-17c HWB 2-25a</p>	<p>Concentration Teamwork Co-operation Communication</p>
Primary 6	<ul style="list-style-type: none"> • Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols. • Demonstrate an understanding of the relationship between pacing and distance. • Plan a short loop course for another pair to follow. • Improve confidence in map reading and the transfer of information from map to ground. • Plan the most efficient route so that the course is completed in the quickest time. • Create a simple scavenger hunt and design a map for others to follow. 	<p>SOC 2-09a SOC 2-14a MTH 2-17c HWB 2-25a</p>	<p>Concentration Teamwork Co-operation Communication</p>
Primary 7	<ul style="list-style-type: none"> • Develop confidence in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols. • Combine map reading and compass skills. • Further develop navigational skills by planning ahead, identifying problems and making decisions. • Learn to balance speed and accuracy. 	<p>SOC 2-09a SOC 2-14a MTH 2-17c HWB 2-25a</p>	<p>Concentration Teamwork Co-operation Communication</p>

Tool Skills

Stage	Skills Progression and Suggested Activities	Experiences and Outcomes	Skill for Life, Learning and Work
Nursery	<ul style="list-style-type: none"> Explore bolts, screws, and washer to connect a variety of wood with support (nursery garden). 	TCH 0-10a	Resilience Identifying
Primary 1	<ul style="list-style-type: none"> Whittling a stick with support. Continue to explore bolts, screws, and washers to connect a variety of wood. 	TCH 0-10a	Resilience Identifying
Primary 2	<ul style="list-style-type: none"> Continue to develop whittling of sticks. Continue to explore bolts, screws, and washer to connect a variety of wood. 	TCH 1-10a	Resilience Identifying
Primary 3	<ul style="list-style-type: none"> Introduce mallets and large pegs. Introduce palm drill and screws for soft wood. Introduce bowsaw. 	TCH 1-10a	Resilience Identifying
Primary 4	<ul style="list-style-type: none"> Develop use of palm drill and screws for soft wood. Introduce screwdriver. Develop use of bowsaw using different materials. 	TCH 1-10a	Resilience Identifying
Primary 5	<ul style="list-style-type: none"> Develop use of drill, screwdriver and screws using different materials. Introduce nails and hammers (beginning with large headed nails for soft wood). 	TCH 2-10a	Resilience Identifying Imagination
Primary 6	<ul style="list-style-type: none"> Follow design plan to create a model using tools skills that have been previously developed. 	TCH 2-10a TCH 2-11a TCH 2-12a	Resilience Identifying Imagination
Primary 7	<ul style="list-style-type: none"> Design a model using materials and tools that have been previously explored. Complete model connecting materials in a variety of ways. 	TCH 2-10a TCH 2-11a TCH 2-12a	Resilience Identifying Imagination