The background of the slide features a close-up, high-speed photograph of water splashing over lush green foliage. The water droplets are captured mid-air, creating a dynamic and refreshing visual. The green plants have small, serrated leaves and are growing densely together. The overall color palette is dominated by vibrant greens and bright yellows from the sunlight reflecting off the water.

Outdoor day

Welcome!

How we use the outdoors

Both of these ways of utilising the outdoors environment are valuable, and we have a mixture of the two across our curriculum.

Learning outdoors

Taking our learning into the outdoor environment, rather than in the traditional classroom setting. E.g using the outdoor classroom, playground etc to deliver a maths lesson using the outdoors as a tool to engage, or give context to, the learning. E.g. identify angles in the environment, follow compass directions etc.

Outdoor learning

Learning **about** the outdoor environment, where the learning is couched in the outdoor environment. E.g: Surveying the biodiversity within the school grounds would involve learning to identify species of plants and animals, the importance of biodiversity, as well as the maths skills.

Meta Skills

The meta skills are a framework for the Curriculum which help to ensure that our learners reach their potential by demonstrating the four capacities.

Outdoor learning is one of the ways in which we ensure that our pupils are gaining the skills they need, in a deep and meaningful way, in order to be successful learners.



BLOOM'S TAXONOMY

Create

Use Existing Information to make something new
Invent, Develop, Design, Compose, Generate, Construct

Evaluate

Make judgments based on sound analysis
Assess, Judge, Defend, Prioritize, Critique, Recommend

Analyze

Explore relationships, causes, and connections
Compare, Contrast, Categorize, Organize, Distinguish

Apply

Use existing knowledge in new contexts
Practice, Calculate, Implement, Operate, Use, Illustrate

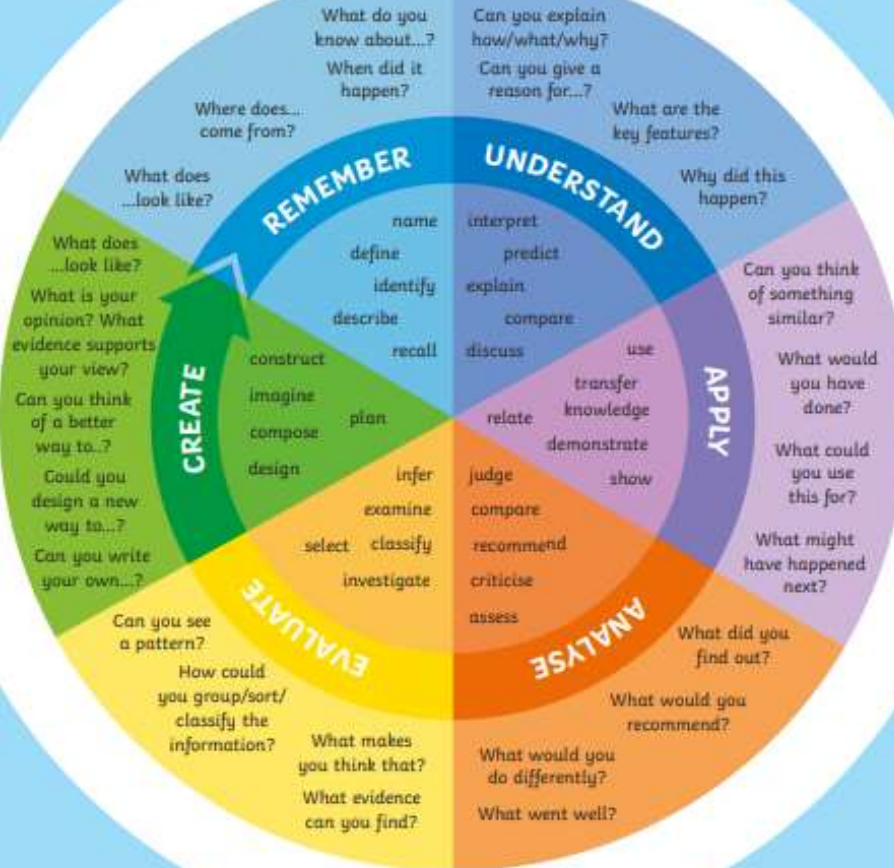
Understand

Grasp the meaning of something
Explain, Paraphrase, Report, Describe, Summarize

Remember


Retain and recall information
Reiterate, Memorize, Duplicate, Repeat, Identify

When I learn I ...



We use Bloom's taxonomy questions in school throughout our learning, and outdoor learning is a great vehicle for exploring children's knowledge and understanding in as new context.

Outdoor learning is also an excellent driver for exploring the more complex skills of analysing, evaluating and creating.



How can you help your young people develop these skills at home?

Some suggestions, but by no means an exhaustive list!

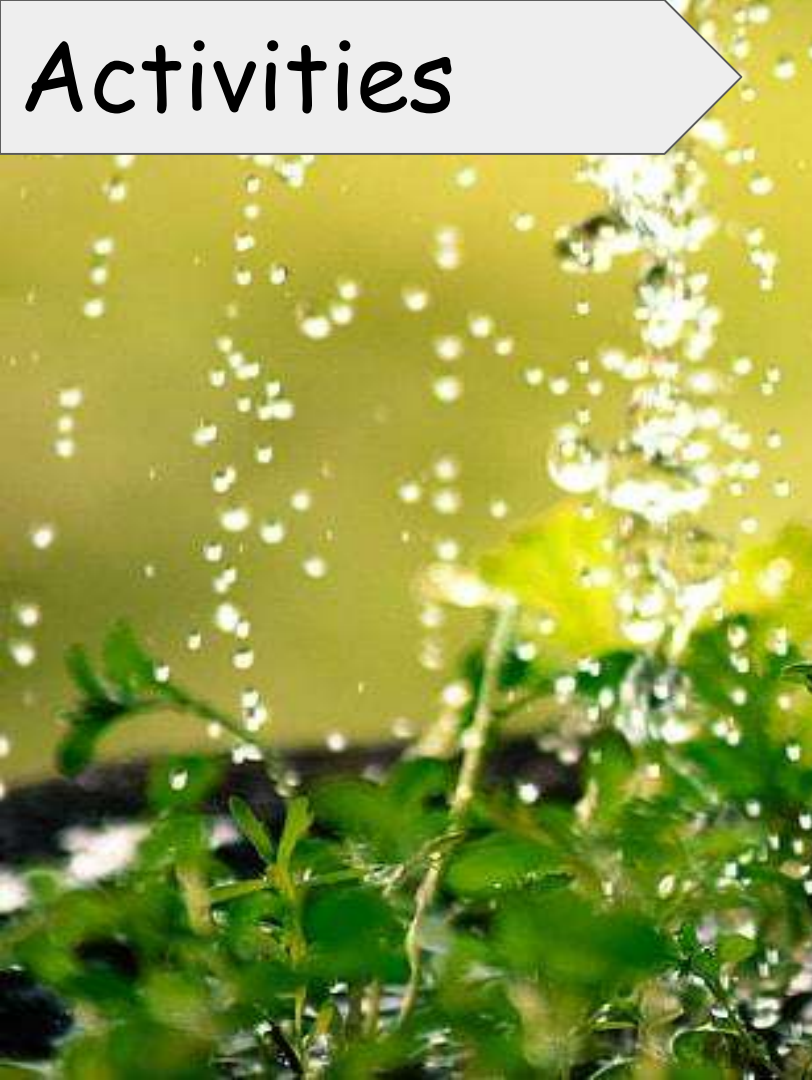
- Spend time outdoors and engage with it at their level (run away from the waves, explore the rockpools, skim stones etc).
- Geocaching (the app is free).
- Hiking/ hill walking/ munro bagging- learn to use a map and compass.
- Learn to use a fire lighter: build & cook on a campfire.
- Stargazing (loads of great free apps can help with this).
- Learning to identify plant, fungus, and animal species (lots of free apps for this too!)
- Plan and plant something in your garden/ balcony/ windowsill.
- Camping (even just in the back garden).
- Wild swimming (make sure to research how to do so safely first).
- Just go and sit in nature (forest bathing)



What we do

Questioning (blooms) across curriculum

Further ideas for parents



Activities

Activity

Orienteering

Den building

Worm charming

Land art

Identification challenge

Forest bathing

Art exhibition

Reading

Colouring

Plan for the afternoon

**Gardening jobs in the
wildlife area:**

Planting hedge plants

Placing mini-ponds

Clearing grass to set
wildflower seeds

Activity	Area
Orienteering	Field & playground
Den building	Field
Worm charming	Field
Land art	Playground
Identification challenge	Playground
Forest bathing	Willow dome area
Art exhibition	Hall
Reading	Outdoor classroom