

Saplings Outdoor
Learning
Progression
Ladder

WEST HOVE
INFANT SCHOOL
.....
A family of friends

Saplings Outdoor Learning Progression Ladder

Plain text = Curriculum Expectations (please **DO NOT** change or delete these), *Italic* = Additional WHIS

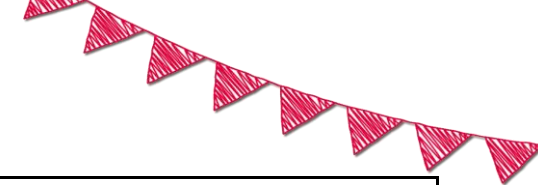
Ethos and Vision

Saplings aims to create the optimal learning environment for all its participants; children, leaders and support staff alike. We do this by linking child-centred and play-based opportunities and experiences with nurturing respectful, democratic relationships and community. This is all done within our urban forest garden environment. Our vision is to inspire awe, wonder and a love for the natural world and use this as a springboard for play and learning. Sessions will aim to 'meet children where they are' and so best support them on their nature connection journey.

We ask our community members to follow 3 simple principles; **Look after ourselves. Look after each other. Look after our world.**

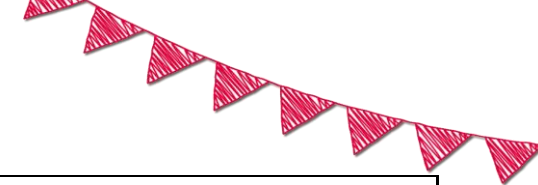
	Year R	Year 1	Year 2
	Reception		
The Natural World; study of flora and fauna native to our locality and specific to our setting	(Understanding the World; The Natural World) By the end of Reception: - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - Explore the natural world around them, making observations and drawing pictures of animals and plants.	By the end of Year 1: Science: Pupils should be taught to: ■ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ■ identify and describe the basic structure of a variety of common flowering plants, including trees.	By the end of Year 2: Science: Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).

Saplings Outdoor Learning Progression Ladder



		Pupils should be taught to: - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores Pupils should be taught to: - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.	Pupils should be taught to: - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including micro-habitats - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
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Saplings Outdoor Learning Progression Ladder



	Seasons: • I can observe and talk about some seasonal changes e.g. in trees • I can join in with recognising seasonal shifts and celebrations e.g. equinox, solstices Weather: • I can observe and talk about rainfall • I can observe cloud patterns and use my imagination to see shapes in clouds Animals: • I can talk about what snails need to eat and where we might find them • I can talk about what mini-beasts need in their habitat • I can make a bug hotel • I can make a bird feeder and identify some common birds • I can talk about the lifecycle of a butterfly	Seasons: • I can predict what effect the seasonal changes will have on the trees I observe. • I can identify seasonal and daily weather patterns and explain why certain festivals lend themselves to each season Weather: • I can observe rainfall and begin to measure it accurately, making predictions. • I can use some scientific language to describe what I can see e.g. cloud types Animals: • I can predict what the snails might like to eat best and give reasons for my answers • I can understand minibeasts live in a micro-habitat because they can find the food, water and shelter they need. • I know that minibeasts keep habitats healthy • I can find out about the basic needs of animals for survival (eg. Food, water) and link this to creating a suitable bird feeder.	Seasons: • I can explain why the seasons will cause trees and plants to change. • I can observe and describe weather associated with the different seasons. • I can explain why the length of day varies with the seasons. Weather: • I can identify seasonal and daily weather patterns in the UK • I can gather data on rainfall and use this to explain how the weather changes in different seasons. • I can identify some different cloud formations and link this to my knowledge on weather. Animals: • I can describe and locate a suitable habitat for a snail. • I can identify and name a variety of animals and plants in the school habitat. • I can explain why certain plants and animals are suited to the school habitat. • I can find out about the basic needs of animals for survival (eg. Food, water) and link this to creating suitable bird feeders, water sources. • I can notice that minibeasts have offspring (larvae) which grows into adults.
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Saplings Outdoor Learning Progression Ladder

Vocabulary	Season, Autumn, Winter, Spring, Summer, clouds, rain, snail, gastropod, butterfly, lifecycle, caterpillar, chrysalis,	Season, Autumn, Winter, Spring, Summer, clouds, rain, snail, gastropod, butterfly, lifecycle, caterpillar, chrysalis, Predict, observe, micro-habitat, basic needs for survival	Season, Autumn, Winter, Spring, Summer, solstice, equinox, harvest, clouds, rain, rainfall, data, measure, predict, names of some cloud formations, snail, gastropod, butterfly, lifecycle, caterpillar, chrysalis, suitable, adapt Predict, observe, micro-habitat, basic needs for survival
Outdoor learning; skills related to safety, survival and outdoor living and exploration	By the end of Reception: - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - Explore the natural world around them, making observations and drawing pictures of animals and plants.	By the end of Year 1: Science: Pupils should be taught to: - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties.	By the end of Year 2: Science: Pupils should be taught to: - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Design Technology: Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable Geographical Skills:

Saplings Outdoor Learning Progression Ladder

			use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
	Building & team work: - I can choose materials to build a mini and large scale shelter - I can give reasons for my choice of materials Bushcraft & teamwork: - I can use my senses to observe the world around me (Owl ears) - I can follow instructions to join in with games (sneaking fox walking) Art and Craft: - I can make artwork with natural objects (fairy plates) - I can make a clay blobster using materials provided	Building & team work: - I can talk about what properties of materials make them best for a shelter Bushcraft & teamwork: - I can talk about things I observe and compare them to my home environment/other environments I have been in - I can listen to instructions and also give my own commands to the class Art and Craft: - I can make a nature “photo frame” using sticks, twigs, leaves and natural lying objects. Can they make a pattern, a placemat, another human or animal?	Building & team work: - I can identify and compare the suitability of a variety of everyday materials for making a shelter - I can find out how some materials can be changed by squashing, bending, twisting and stretching when testing their effectiveness for shelter building. Bushcraft & teamwork: - I can recognise risks I observe in the environment/other environments I have been in and act accordingly - I can listen and respond to instructions from others in a group and also give my own commands to the class/group Art and Craft: <i>I can make a nature “photo frame” using sticks, twigs, leaves and natural lying objects. Can they use a combination of textures and lines to create a repeating pattern? (link to Wildlife photography- a frame for their photograph).</i>

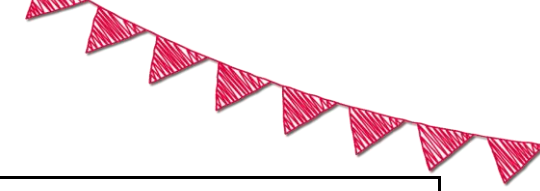
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Vocabulary	Knot, shelter, waterproof, wind proof, hide, home, nest, den, hole, burrow, hear, feel, see, move, quiet, mould, shape.	Physical properties, suitability, materials, join, assemble, evaluate, modify	Physical properties, suitability, materials, join, assemble, evaluate, modify, waterproof, flexible, shelter, weatherproof, construct, support, cooperation, teamwork.
Growing and planting; planting, caring for and harvesting edible and ornamental plants	By the end of Reception: - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - Explore the natural world around them, making observations and drawing pictures of animals and plants.	By the end of Year 1: Science: Pupils should be taught to: - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	By the end of Year 2: Science: Pupils should be taught to: - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
	Plants: - I can talk about what plants need to grow - I can talk about the difference between beans and sunflowers - I can talk about the features of plants and their fruit - I can talk about the lifecycle of a bean/ sunflower	Plants: - I can plant and observe how/if it changes. - I can record my observations. - I can name different features of plants using scientific language - I can say what some of the key parts do to enable the growth and health of the plant.	Plants: - I can explain how different habitats provide for the basic needs of different plants. - I can record my observations of the plants in Saplings and have an awareness of their needs/ habitats. - I can identify and name a variety of plants in the Saplings environment.

Saplings Outdoor Learning Progression Ladder

	Harvesting: - I can choose vegetables and/or fruit that are ready to harvest. Cooking and preparing: - I can pick and prepare herbs to make infused tea to drink. - I can talk about the changes that happen when I add hot water to herbs	Harvesting: <i>I can choose vegetables and/or fruit at school that are ready to harvest</i> - Understand when harvest happens in Britain - Understand why and how we harvest food Cooking and preparing: - I can understand where food comes from and how to collect and prepare it safely <i>from the vegetable and herb beds.</i> - I can use see how herbs can be used to make drinks and how they change when water is added.	- I can say what some of the key parts do to enable the growth and health of the plant. Harvesting: <i>I can recognize which of our school grown vegetables and/or fruit that are ready to harvest and explain how I know</i> - Understand when harvest happens in Britain - Understand why and how we harvest food - I understand the importance of growing food as part of a healthy diet and recognise which food groups they are from. Cooking and preparing: <i>I can understand where food comes from and can collect and prepare it safely from the vegetable and herb beds with growing independence.</i> - I understand the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Vocabulary	Plants, food, water, sunshine, earth, stalks, leaves, flowers, fruit, shoot, root, ripe, unripe, hot, cold, smells, taste.	Observe, describe, questions, record, plant, structure, parts, harvest, change.	Observe, describe, questions, record, plant, structure, parts, harvest, change. Root, fruit, legume, seed, harvest, balanced diet, seasonal,

Saplings Outdoor Learning Progression Ladder



**Play based learning;
links to all
curriculum areas.**

**PLEASE NOTE THIS
LIST IS NOT
EXHAUSTIVE. THE
POSSIBILITY OF
PLAY BASED
LEARNING AND
EXPLORATION IS
ENDLESS.**

- Get soaking wet in the rain.
- Get messy and mucky.
- Carry materials safely (sticks, den making equipment)
- Work in a team to cooperate and communicate clearly
- Choose own learning focus
- Take appropriate risks
- Develop a love and respect for our beautiful world.