



## Outdoor and nature-based learning

The links to outdoor and nature-based learning throughout the EYFS profile and the National Curriculum are included below. We have also provided links to the Ofsted inspection framework that directly attribute the importance of outdoor and nature-based education. Only links that are directly associated with outdoor or nature-based learning have been included, although many others may be found as links to other learning outcomes.

Area of curriculum	Documentary support	What the document says
<b>EYFS</b>	<a href="https://www.gov.uk/government/publications/statutory-framework-for-the-early-years-foundation-stage-for-group-and-school-providers">Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)</a>	<p><u>ELG: The Natural World</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (p15)</li> </ul>
		<p>By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. (p10)</p>
		<p>Providers must provide access to an outdoor play area. If that is not possible, they must ensure that outdoor activities are planned and taken on a daily basis. (p36)</p>
<b>Science</b>	<a href="https://www.gov.uk/government/publications/the-national-curriculum-in-england-framework-document">The national curriculum in England - Framework document (publishing.service.gov.uk)</a>	<p>The national curriculum for science aims to ensure that all pupils develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. (p144)</p>
		<p>'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. (p145)</p>



	<p>The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. (p144)</p>
	<p>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. (p148)</p>
	<p>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. (p149)</p>
	<p>Pupils should be taught to: observe changes across the four seasons ,observe and describe weather associated with the seasons and how day length varies. (p150)</p>
	<p>They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. (p151)</p>
	<p>Pupils should be taught to: observe and describe how seeds and bulbs grow into mature plants. (p152)</p>
	<p>Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. (p152)</p>
	<p>Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched. (p161)</p>
	<p>Pupils should be taught to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (p162)</p>
	<p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. (p168)</p>



		Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. (p168)
<b>Physical education</b>		Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team. (p199)
<b>Geography</b>		Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (p186)