Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class 7E - **Explorer Curriculum Outdoor Learning**– *3 Lessons weekly*

Year	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
2026-2027	**Topic** **Introduction to Community & School Environment** **Suggested Key Questions:** 1. What does the word "community" mean to you? 2. Who are the people that help us in school every day? 3. What different buildings and services can you see in your local area? 4. How do people in our school and community support each other? 5. explore behaviours and expectations when out and about in the community.	**Topic** **Contributing to My Community** **Suggested Key Questions:** 1. How can I make a difference in my community? 2. What does volunteering mean? 3. What is teamwork and why is it important? 4. How can we work together on a community project? 5. What makes a good citizen? 6. How can I share my learning with others?	**Topic** **Wildlife Challenge Bronze award** **Suggested Key Questions:** Experiencing Nature Activity 1 (Bronze Exp) Sensing the world What can you feel on your skin? How does it make you feel? What clues are there to the season? If you could choose a word for each of your senses, what would they be? We often rely on our sense of sight, if you close your eyes do	**Topic** **Wildlife Challenge Bronze Award** **Suggested Key Questions:** Experiencing Nature I spy seasonal wildlife look for the features listed as part of their walk and/or as they explore a designated area. Discuss what behaviour might be necessary to allow them to observe certain things (for example they need to be quiet to hear birdsong). Look at different plants and consider how they might look in a different season	**Topic** **Wildlife Challenge Bronze Award** **Suggested Key Questions:** Helping Nature Homes for mammals 1. What mammals are in your school environment? 2. What do mammals need to survive? 3. How can you try to ensure that wildlife will thrive in the environment you are creating. 4. research to find out what kind of places this mammal likes to live.	**Topic** **Wildlife Challenge Bronze Award** **Suggested Key Questions:** Helping Nature Plant trees and shrubs What plants and shrubs can students find within their school environment. 2. Plant a variety of flowers and shrubs. 3. What do plants need to grow and be healthy. **Key skills and knowledge:**

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	6. How do we show respect to community helpers? **Key skills and knowledge:** Understand what "community" means. Recognise how school is part of the wider community Identify familiar people and places in the local area **Community Access Activities:** Local community walk (identify services and buildings) Meet key school staff (caretaker, admin, lunchtime staff) Create a "community people" display	7. What have I learnt about my community this year? **Key skills and knowledge:** Teamwork and problem-solving Reflecting on personal growth Participating in a group project Knowledge: Roles in a team • Citizenship and responsibility Planning and completing community action plan Ending hunger together | Trussell	you notice anything new? Habitat explorers Before you start, does anyone know what kind of habitat the school might have? Why do you think some habitats score higher on the nature scorecard than others? Why does having a greater variety of habitat gain a higher score **Key skills and knowledge:** Exploring the world and community around you. Communication and questioning Appropriate interaction with adults to understand habitats and the environment. What are your 5 senses? **Community Access Activities:**	(for example, if they might have leaves/lose their leaves or have died back). **Observing animals** Encouraging pupils to choose a location where they can quietly observe some animals. Focusing on certain habitats might be helpful or perhaps find somewhere they can easily be still (is there somewhere to sit?) or where they might be hidden from the creatures they are observing. What sort of animals can they hear or see (birds, mammals, invertebrates, amphibians)? What are they doing/how are they moving? Do you think their behaviour is different to how it might be at other times of the year? For example, a bird finding nesting material/looking for food for chicks, or a	5. Explore the school environment and the animals that can be found. **Key skills and knowledge:** What are mammals? Identify different mammals in different environments. What do mammals need to survive? Why is it important to have a safe environment for different mammals. **Community Access Activities:** Walk to a local park. (Rookery/Sutton) Walk around school environment.	Identify a range of flowers, shrubs and plants. Understand how plants grow. To know how to plant a tree. Grow wildlife-friendly flowers **Community Access Activities:** Visit the local garden Centre to identify different plants and shrubs. Visit surrounding areas and pick out key plants and shrubs.

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			Rookery Park Sutton Park	squirrel gathering food for a winter store. **Key skills and knowledge:** Understanding the world around them. What are habitats? What are the different seasons and what might you find? Communication between peers and adults. What animals can we find in different environments and habitats.		
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces