

Curriculum Overview High Ham Church of England Primary School

Curriculum Area: Outdoor Play and Learning (OPAL)

The name of the current curriculum lead is on the school website on the curriculum page.

Our curriculum approach to Outdoor Play and Learning reflects our ethos statement:
'Discovering, learning, believing together'.

In particular, we are keen for pupils to discover their own passion for outdoor learning.

Intent

Every child, across the school year, has the opportunity to take part in OPAL school activities. We want all children to develop an inquisitive and positive relationship with the natural world outside the classroom, and OPAL is a great opportunity for this to happen. It also teaches children about their responsibility towards the natural world and could inspire nature conservation later in life.

Implementation

OPAL is taught by a range of different staff members, who regularly links the work done in the sessions with the work being taught in class. The subject leads spend time talking to the staff member to ensure they are happy with the objectives that are being covered.

Impact

As well as developing a love for the outside world, the activities completed in OPAL allow the children to develop their self-esteem, respect and team working skills, all of which are vital for later life. OPAL is also a great way for the children to learn about taking risks, making their own choices and initiating their own learning, but in a safe and non-threatening environment.

Planning

The staff members use the class teacher's English, Topic and PSCHE planning, and links any activities that are done in the OPAL sessions. This can include a drama performance of the text they are doing in class, or team building activities. The regular discussion between class and forest school teacher, means that the forest school sessions are as relevant as possible.

Knowledge and skills progression through the school

Outdoor Play and Learning fall under the PE curriculum. The following are taken from Outdoor and Adventurous Activity.

Year 1 and 2

- To begin to show an ability to both lead and work as part of a team.
- To access a range of opportunities to extend their skills.
- To enjoy activities whilst solving simple problems

Year 3

- To begin to understand the need to show accomplishment in managing risks.
- To begin to show an ability to lead and form part of a supportive, resilient team.
- To begin to use maps, compasses and digital devices to orientate themselves.
- To begin to remain aware of changing conditions and change plans if necessary

Year 4

- To understand the need to show accomplishment in managing risks.
- To show an ability to lead and form part of a supportive, resilient team.
- To use maps, compasses and digital devices to orientate themselves.

- To remain aware of changing conditions and change plans if necessary

Year 5

- To begin to select appropriate equipment for OAA.
- To begin to identify possible risks and ways to manage them, asking for and listening carefully to expert advice.
- To begin to embrace both leadership and team roles and gain the commitment and respect of a team.
- To empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.
- To use a range of devices in order to orientate themselves

Year 6

- To use a range of devices in order to orientate themselves.
- To empathise with others and offer support without being asked.
- Seek support from the team and the experts if in any doubt.
- To develop to embrace both leadership and team roles and gain the commitment and respect of a team.
- To develop to select appropriate equipment for OAA.
- To develop to identify possible risks and ways to manage them, asking for and listening carefully to expert advice

Recording

Lessons do not require written notes. Ongoing teacher assessment will take place using 'Educater' (our whole school assessment system). The children are assessed on their increasing knowledge and skills. Work will also be documented through Tweets and pictures.

Reporting

On our annual reports, which are given to parents at the end of the year, a judgement will be made regarding their child's attainment in PE, which includes OPAL, relating to the national curriculum for their year group, this will fall within the PE section of the report. For example, HNM (Has Not Met), ARE (Age Related Expectations), GD (Greater Depth).

Monitoring

[#HighHamOPAL](#) Twitter feed shows the learning objectives being taught. The curriculum leader works alongside their curriculum partner to collate evidence including analysing how planning matches the activities done in lessons, learning walks, speaking to pupils about their learning and discussing with colleagues what has gone well as well as any lessons learnt. Where relevant the implementation of school policies (such as marking) will be reviewed in light of the well-being school's agenda (aspect of the School Development Plan) to ensure the workload for Forest School is both manageable and is making an impact on the children's learning.

Review

April 2023