



Caslon Primary Community School,
Beecher Bear Daycare and Nursery,
Beech Tree SEMH Base and Tree Acre
(Early Years Inclusion Hub)

Learning Through Nature Policy

September 2026

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1. Subject Statement

Intent

Learning Through Nature focuses on practical skills and child-cantered learning in a woodland setting, and can help children develop in many ways.

At Caslon Primary Community School we aim to use the natural outdoor woodland area to offer the children an insight into the Forest School ethos. This approach to outdoor learning encourages children to become independent, use their imagination, take appropriate risks within boundaries and initiate learning for themselves. Learning Through Nature incorporates children's individuality and develops their skills for lifelong learning. It can cover many areas of learning and has fundamental links to building self-esteem; developing a child's moral, social and emotional well-being, which in turn promotes positive behaviour and motivates learners, allowing their confidence to grow and positive relationships with peers can be formed. Learning Through Nature explores the outdoors and the natural environment with practical, useful activities all year round. It develops peer learning with the adults providing support and enabling activities to take place.

Implementation

Teachers create a positive attitude to Learning in the outdoors and reinforce an expectation that all pupils can achieve their best. Across school the approach to teaching Learning Through Nature is as follows:

- Learning Through Nature is planned in curriculum overviews in topic blocks for teachers to use a guide when teaching.
- Learning Through Nature is planned weekly by teachers following the National Curriculum outdoors planning, adapted to suit the needs of the pupils in their classes.
- We build upon the knowledge and skill development of topics taught in classes but in an outdoor environment, providing an alternative way to learning.
- Children take part in events such as working with the Severn Rivers Trust, to develop outdoor areas around school.

Impact

Here at Caslon, we hope that children will become more excited and have a higher enjoyment of lessons when taught in an outdoor setting. We aim to offer more fun, engaging, and high-quality lessons where children can enhance their creativity, improve their social skills and influence their cognitive development in an area that helps them to understand the natural world around them and also provides them with new experiences.

2. Teaching and learning

The development of Learning Trough Nature is ongoing here at Caslon and with regular monitoring, these aspects of teaching and learning are encouraged:

- Children asking their own questions around the world around them through carefully planned lessons.
- Questioning by teachers which enables all children to take part and answer questions after being given time to think, taking their learning forward.
- Adapting planning to suit the needs of all children, allowing all to access learning.
- Engaging lessons, often involving new and exciting experiences to aid understanding.
- New vocabulary which is introduced through direct teaching and links to specific topics on our topic overviews.
- Links to science are planned into Learning Through Nature lessons allowing teachers to demonstrate how to enhance science teaching in the outdoors.
- Children are provided with new and exciting experiences where they are encouraged to explore, challenge themselves and try new things in a safe environment.

Taken from the National Curriculum Outdoors Programme of Study, by Deborah Lambert, Michelle Roberts and Sue Waite.

'As adults, when we reflect upon our education and the value of what we learned during our years at school, a variety of memories and associated emotions surface. We tend to recall with more clarity the outdoor experiences we had compared with our time inside.

Thus, integrating practical, creative and outdoor experiences into our ordinary, everyday school lives is a route to profoundly changing children's memories and perceptions of the learning that happens.

The value of outdoor learning on children's health and wellbeing, as well as stimulating their natural curiosity about the world, has been recognised by researchers. (Wood et al, 2016, Morgan and Wait, 2017)'.

3. Assessment

Children's progress is monitored throughout lessons through observation and questioning and is used to inform teaching and learning. Children receive effective feedback through teacher assessment orally and are guided towards achievement of the main objective which is stated in their 'I can'. This is provided by and explained by the teacher and assessed against at the end of each lesson. Assessment for learning is continuous throughout the planning, teaching and learning cycle.

In EYFS, we assess the children's 'Understanding the World' according to the Early Learning Goals through observation and questioning during practical activities.

4. Planning and Resources

When planning lessons, teachers at Caslon use and adapt the 'National Curriculum Outdoors' planning which supports them with resources and lesson ideas. In order to know what they should be teaching each half term, teacher are to refer to the Learning Through Nature topic overview where the intended coverage of Learning Through Nature has been mapped out for the entire year.

We have sufficient Learning Through Nature resources to aid and support teaching which are kept in a central store, easily accessible to all staff. Any resources needed for specific lessons can be purchased when requested.

Learning Through Nature Overview 2026-2027						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 - (Also taught in Beech Tree - Ocean Class)	Journeys and Explorers Geography- Directional vocabulary	Heroic Deeds History- The Gret Fire	Imagination and Creativity Science- Everyday Materials	Similarities and Differences Music- Rhythm of the world	Friendship and Kindness Art - Colour, Shape and Form	Nature and Environment Cookery
2	A twist in Tale Science- Materials	Creation and Conservation Art- Colour, shape and form	Bravery vs Fear Cookery	Change and Relationships Maths pg. Shape and building	Urban Metropolis DT- Playgrounds	Fictional Worlds and Fantasy English-Story telling
3	Hope and Resilience Science- Classifying Rocks	Magic and Wonder English- Sense of place	From Mystery to Discovery Cookery	Confidence and Caution Art- Sketching	Dreams and Curiosity DT- Fantasy Structures	Inspiration and Strength Maths- Shapes
4 - (Also taught in Beech Tree - Forest Class)	MCPT	MCPT	MCPT	MCPT	MCPT	MCPT
5	MCPT	MCPT	MCPT	MCPT	MCPT	MCPT
6	Journeys and Migration Cookery Linked to come dine with me.	Protest and Activism Art- Drawing line and perspective	Utopia vs Dystopia Science- Classification	Crossing Boarders DT- Structures- Playgrounds	Fate Vs Free Will Geography- Fieldwork	Evolution and Heritance Music- Sound of nature

5. Organisation

Learning Through Nature is taught weekly following the curriculum overview for each year group. Evidence of work and activities completed by children are photographed and recorded on Seesaw.

6. EYFS

The Early Years Foundation Stage deliver Learning Through Nature content through the EYFS Outcomes. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment. They are led through dialogue and questioning and are assessed according to the Early Learning Goals with evidence collected on Tapestry.

7. KS1 and KS2

KS1 and KS2 deliver Learning Through Nature on a weekly basis, following and adapting planning from the National Outdoor Curriculum. Lessons are led through exploration and children are encouraged to have a go at new challenges. Children are assessed against the 'I can' to identify if they have succeeded in the lesson.

8. Equal Opportunities

At Caslon Primary School we are committed to providing all children with an equal entitlement to Learning Through Nature lessons and opportunities regardless of race, gender, culture or class.

9. Inclusion (eg EAL/SEND/PPG/Provision for HA)

In school, we aim to meet the needs of all our children by adapting Learning Through Nature planning to suit the needs of our pupils and differentiating activities providing a variety of approaches to tasks appropriate to ability levels. This involves providing opportunities for SEND children to complete their own projects, with support, to develop speech and language skills and knowledge. This will enable children with learning and/or physical difficulties to take an active part in learning and practical activities to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities and challenges. These more challenging activities will ensure the more able are given opportunities to progress to a higher level of knowledge and understanding appropriate to their abilities.

Beech Tree SEMH Base Curriculum Delivery

Within Beech Tree SEMH Base, pupils will be taught a broad curriculum which will cover age and stage appropriate skills. Staff direction will be used to determine the approaches used to teach these skills and always aim to build on prior learning. Although it will be the intention to cover as much of the National Outdoor Curriculum lesson content as possible, meeting the pupils' SEMH needs will take priority.

10. Role of the Subject Leader

It is the responsibility of the subject leader to monitor all aspects of a subject. The subject lead monitors the standards of children's work, supports colleagues in their teaching, monitors assessment across the school, are informed about current developments in the subject, and provide a strategic lead and direction for Learning Through Nature in the school ensuring consistency across year groups. The subject leader monitors resources, topics and extra-curricular activities involving outdoor learning. The subject leader reviews samples of children's work, looks at planning and goes on training to support their subject.