

## OLE Knowledge & Skills Scope & Sequence

The PYP Scope & Sequences, Transdisciplinary skills, Learner Profile and Attitudes are fully encompassed within this OLE Knowledge & Skills Scope & Sequence document. This document should be used together with the other Scope and Sequence documents to plan and deliver the outdoor learning program.

| <u>Phase 1</u><br><u>Conceptual understanding</u>   | <u>Phase 2</u><br><u>Conceptual understanding</u>   | <u>Phase 3</u><br><u>Conceptual understanding</u>   | <u>Phase 4</u><br><u>Conceptual understanding</u>   |
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| Become aware of the strong links between indoor and outdoor learning environments.  |   |   |   |
| <p>Nature impacts upon our thinking and behaviour.</p> <p>We can enjoy and learn from the outdoor environment.</p> <p>Elements can be explored using our senses.</p> <p>Outdoor learning enhances our understanding of the world.</p> <p>We learn through making choices and taking appropriate risk.</p> | <p>Humans have an innate connection with nature.</p> <p>We use our senses to learn and understand the world.</p> <p>Humans interact with and use the elements of nature (Water, Air, Fire, Earth).</p> <p>Increased knowledge and skills support improved decision making and choices.</p> <p>Applying our knowledge and skills enables us to undertake</p> | <p>Identify and utilise the links between indoor and outdoor environments.</p> <p>Nature has the power to influence thinking and behaviour.</p> <p>We can make connections between the elements through observation and experience.</p> <p>Humans and nature can manipulate the elements to create new forms/products.</p> <p>The decisions and actions humans take have an impact upon nature.</p> | <p>There is a cyclic link between humans and nature.</p> <p>Understanding and applying the scientific process helps us to explore the elements.</p> <p>The world is interconnected.</p> <p>Nature provides opportunities to explore, express and extend our creative potential.</p> |

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|   | more complex tasks.                                    |   |   |
| <b><u>Learning outcomes</u></b>   | <b><u>Learning outcomes</u></b>                        | <b><u>Learning outcomes</u></b>   | <b><u>Learning outcomes</u></b>   |
| <ul style="list-style-type: none"> <li>* plan thoughtful and realistic action</li> <li>* recount and reflect on their daily outdoor learning experience</li> <li>* select tools, materials and processes for specific purposes</li> <li>* take responsibility for living things found in the outdoor environment</li> <li>* identify links between their learning indoors and outdoors</li> </ul> |  |   |   |
| Learners:   | Learners:  | Learners:   | Learners:   |
| * use non-standard and standard units of measurement to solve problems  |  | * use standard units of measurement to solve problems   |   |
| *interact respectfully and responsibly with the environment   |  | * take responsibility for their outdoor learning space  | * explain how human activity can have positive or negative effects on local and other environments<br>* understand that a local action can have a global impact |
| * name their senses   | * select the appropriate sense to fit the task in hand | * recognize the role of the senses in making observations and collecting data with basic instruments  | * use their senses as well as more sophisticated instruments to make observations and gather data   |
| * identify their favourite resources<br>* categorize the resources<br>* reflect on and self-assess personal use of natural resources  | * critically analyze their choice of resource          | * analyze resource selection, usage and storage, both natural and human made<br>* analyze the benefits and challenges of changing resources | * analyze resource selection, usage and storage, both natural and human made  |

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|  |  | to suit human needs and wants   |   |
| * combine different elements (water, air, earth, fire) to create a specific effect   | * Identify impacts humans can have upon the elements   | * identify links between the elements                                     | * demonstrate an understanding of the scientific process to help explore the elements |
| * engage with and create a variety of art experiences in the outdoor environment   | * take an active part in the creative process in the OLE   | * use a range of strategies to solve problems during the creative process | * become increasingly independent in the creative process                             |
| * Take thoughtful and realistic action to improve welfare of living things and the environment.  |  |   |   |
| <ul style="list-style-type: none"> <li>* observe the needs of living things that enable them to stay healthy</li> <li>* observe and describe the characteristics of living and nonliving things</li> <li>* observe the features and patterns of the outdoor environment that are affected by daily and seasonal cycles</li> <li>* understand that common language can be used to describe position and direction</li> <li>* identify patterns</li> </ul> | <ul style="list-style-type: none"> <li>* recognize that living things need certain resources to stay healthy</li> <li>* investigate the responses of living things to changes in their habitats</li> <li>* understand that life cycles exist in a variety of living things</li> <li>* understand that information about themselves and their surroundings can be collected and recorded in different ways</li> </ul> |   |   |

\* explore basic bodily movements and the use of space

\* develop physical awareness in using body movements and gross/fine motor skills