

Outdoor Education Long Term Planning

Term	Topic area	Assessment
<p>Autumn NOCN Entry Level 3 Award in Skills for Employment, Training and Personal Development,; Unit 1 Getting to know Woodlands</p>	<p>The learner will:</p> <ol style="list-style-type: none"> 1. Be able to identify trees common to an area. 2. Be able to identify wild plants common to a woodland area. 3. Be able to identify common tracks or signs left by living creatures. 4. Understand the importance of preserving natural woodland. 	<p>The learner can:</p> <ol style="list-style-type: none"> 1.1. Identify trees seen in woodland from their size, shape and leaves. 2.1. Identify different wild plants in a given woodland area. 2.2. Outline a characteristic of each. 3.1. Identify tracks or signs left by living creatures and name the species that left them. 4.1. Give an example of why it is important to preserve natural woodland. 4.2. State a result of not preserving natural woodland.
<p>Spring NOCN Entry Level 3 Award in Skills for Employment, Training and Personal</p>	<ol style="list-style-type: none"> 1. Know how to identify human emotions. 	<ol style="list-style-type: none"> 1.1. Identify some of own emotions. 1.2. State how he/she can tell which emotion he/she is feeling.

<p>Development: Unit 2 Emotional Intelligence</p>	<p>2. Be able to recognise factors that can influence emotions.</p> <p>3. Know about techniques to help deal with strong emotions.</p>	<p>1.3. State how someone else can tell which emotion he/she is feeling. 1.4. Identify visual or audible signs which could show how another person is feeling. 2.1. List things that can change the way a person feels. 2.2. Give an example of something that might put him/her in a good mood. 2.3. Give an example of something that might put him/her in a bad mood. 2.4. Give an example of something he/she has done to cause a change of mood in someone else. 2.5. Give an example of something someone else has done to cause a change in own mood.</p> <p>3.1. State why emotions that are too strong can sometimes be harmful. 3.2. Give an example of something a person can do to help them calm down if they feel angry. 3.3. Give an example of something a person can do to help them to cheer up if they feel</p>
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<p>Summer</p>	<p>Cycle Skills for Safe riding on forest trails, tracks and roads</p> <p>Level 1, 2 and 3</p>	<ul style="list-style-type: none"> • Get on your bike, start cycling, then stop and get off • Ride your bike using the gears • Look then signal • Make your bike go where you want it to, including moving around objects safely • Stop quickly if you need to • Look all around you when you're riding, including behind, without wobbling • Signal if you're turning right and left, without wobbling • Give your bike a simple check to ensure it is road-worthy <p>Know your wheels</p> <p>Here are our top tips for keeping your bike in tip-top condition:</p> <ul style="list-style-type: none"> • Tyres – make sure you're tyres are pumped up. Give them a pinch to make sure they are hard. If they feel soft, get someone to pump them up. Check they are not worn down • Brakes – test them
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		<p>before every ride and make sure they are not rubbing against the tyres</p> <ul style="list-style-type: none">• Chain – make sure it's not hanging off, broken or rusty• Saddle – make sure it's adjusted to the right height. Too high or too low and it won't be comfortable or safe. To get the right height, adjust the saddle until you can stretch your leg out and comfortably place the ball of your foot on the ground. This means that when your pedal is at its lowest position, your leg should be slightly bent• Lights and reflectors – if you're planning on riding at night make sure the lights on the front and back of your bike are both working and not covered up by mud or anything. You should also use your lights when the visibility is low, such as in bad
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		<p>weather</p> <p>Cycle Skills for Safe riding on forest trails, tracks and roads</p> <p>Level 2</p> <ul style="list-style-type: none"> • Start and finish a journey by road, including passing parked or slower moving vehicles • Be aware of everything around you and signal your intentions to other road users when someone needs to know what you're doing • Position yourself properly on the road and pass side roads • Use junctions including turning left and right into major and minor roads • Decide whether a cycle lane will help with your journey • Use the Highway Code, particularly when it comes to understanding road signs <p>Get geared up</p> <p>Before you put your Bikeability Level 2 into practice out on the</p>
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		<p>streets, make sure you've got the right equipment – it doesn't even have to cost a lot of money.</p> <ul style="list-style-type: none">• Choosing a set of wheels – there are loads of different bikes to choose from – such as road-racing, mountain, BMX or hybrid – decide what you want a bike for then visit your local bike shop to find out which one suits you best• Get kitted out – whatever the weather if you're likely to be cycling every day, you might want to invest in some waterproof gear to keep yourself dry on your way in to school or work (you can pick up over-trousers and waterproof jackets at cycling shops or outdoor stores). When cycling, make sure your shoes are tied and the laces don't hang down• Brighten up – being safe is all about being seen. When cycling in the day
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		<p>wear bright coloured clothes and if you're cycling after dark make sure you wear reflective clothing and make sure the lights on the front and back of your bike are both in working order</p> <ul style="list-style-type: none">• Helmet – make sure your helmet fits your head. For a proper fit, the helmet should fit snugly and shouldn't allow any sideways movement• Secure your bike – hundreds of thousands of bicycles are stolen across Britain every year, so don't let yours be one of them – get a lock and put it through the frame wherever you leave your bike, taking anything that is easy to nick with you (lights, pumps etc) <p>Cycle Skills for Safe riding on forest trails, tracks and roads</p> <p>Level 3</p>
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		<ul style="list-style-type: none"> • Make a trip safely to school, work or elsewhere on any roads • Use complex junctions and road features such as roundabouts, multi-lane roads and traffic lights • 'Filter', to keep moving through stationary traffic • Plan your route • Interpret road signs
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Useful Resources

Description	Websites
Resources and ideas for sessions	Woodlands Trust: http://www.naturedetectives.org.uk/download/hunt_leaves http://www.woodlandtrust.org.uk/ Forestry Commission: http://www.forestry.gov.uk/ Archimedes: https://www.archimedes-training.co.uk/forest-school-association/ National Trust http://www.nationaltrust.org.uk/ Forest School Association http://www.outdoor-learning.org/Default.aspx?tabid=336 www.cyclewisetraining.co.uk https://www.britishcycling.org.uk/scotland/article/scst-scottish-cycling-smbpla