



Long-Term Curriculum Overview: Outdoor Learning

Key Stage(s): KS2-KS3

Curriculum Lead: Katie Scholes

Academic Year: 25/26

Curriculum Intent

Our curriculum aims to nurture the whole child, supporting emotional wellbeing, resilience, and positive mental health. We focus on creating safe, inclusive environments where pupils with SEMH needs can thrive academically and personally. The curriculum is personalised and underpinned by strong relationships and consistency.

Curriculum Implementation

- Structured Routine: Clear, consistent lessons to support the reduction of anxiety and increase engagement.
- Therapeutic Approaches: Use of Zones of Regulation.
- Adapted Curriculum: Use of accessible activities and adapted scaffolding to meet the needs of all learners.
- Environment: Calming, sensory-aware settings.

Curriculum Impact

- Pupils develop emotional literacy and self-regulation.
- Increased engagement and attendance.
- Reduced behavioural incidents.
- Positive relationships with peers and adults.
- Preparation for transitions and independence.

Term	Topic / Learning Focus	Links towards EHCP Outcomes	Independent Skills Development	Assessment / Reflection of Learning	Resources / Programmes Used
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Autumn 1 - Nature

Learners will be able to identify a range of trees including Silver Birch, Holly, Rowan, and Sycamore, while recognising the differences between living and dead trees and plants. They will explore seasonal changes by identifying three key differences between the seasons and develop observational skills by finding and naming five different minibeasts. Learners will also discover and identify fungi, compare various habitats, and find and interpret animal prints—deepening their understanding of the natural world through hands-on exploration and inquiry.

Pupils will develop **communication and interaction** skills, including making friends, turn taking, expressing oneself, discussion, collaboration, teamwork, play, negotiation, and sharing experiences, through a range of Forest School activities that encourage group problem-solving, cooperative games, shared outdoor experiences, and reflective conversations in a natural environment.

Pupils will develop **cognition & learning** through decision making, problem solving, critical thinking, organisation, and the ability to prioritise tasks through engaging with natural environments. These experiences also nurture knowledge-based skills, curriculum connections, risk assessment strategies, and learning through trial and error as pupils explore, observe, and interact with the natural world.

Pupils will develop **communication & interaction** by engaging in recapitulative play, and learning to make friends, take turns, and resolve conflict through shared experiences in natural settings. As they explore the outdoors, they will discover and express their identity, build resilience and independence, and strengthen self-regulation, confidence, and self-esteem. Immersion in nature fosters a sense of belonging, supports overcoming failure, and encourages positive relationships through collaborative and reflective activities.

Pupils will experience **sensory & physical** feedback through engagement with core senses,

Self-care and safety: Pupils learn to dress appropriately for weather, manage tools safely, and assess risks in natural environments.

Problem solving: Nature-based tasks require pupils to think critically and make decisions independently.

Resourcefulness: Using natural materials creatively fosters adaptability and initiative.

Decision making: Choosing how to approach a task—whether it's navigating terrain or selecting materials—builds autonomy.

Planning and organisation: Pupils learn to prioritise steps, manage time, and prepare for

During activities, leaders will observe pupil engagement and progress, addressing any misconceptions or concerns that arise. Verbal feedback will be used to reinforce learning and maintain motivation, alongside positive praise to encourage continued participation. Questioning will prompt pupils to justify their answers and decisions, deepening their understanding. Any unsafe behaviour or incorrect use of tools will be challenged and corrected to ensure a safe learning environment. Pupils will also reflect on their experiences by identifying What Went Well (WWW) and Even Better If (EBI), supporting personal progression and self-awareness.

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		<p>enhance spatial awareness via proprioceptive and vestibular input, and refine gross, fine, and complex motor skills. Time spent in natural environments supports the growth of core strength, coordination, and balance through active, hands-on exploration and movement.</p>	<p>activities, enhancing executive function.</p> <p>Self-regulation: Nature provides space for pupils to manage emotions, cope with frustration, and build resilience.</p> <p>Confidence and self-esteem: Mastering outdoor skills and overcoming challenges boosts belief in their own abilities.</p> <p>Exploring identity: Nature invites reflection, personal expression, and a sense of agency.</p> <p>Curiosity and initiative: Independent exploration encourages questioning,</p>		
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			discovery, and a love of learning.		
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<p style="text-align: center;">Autumn 2 – Outdoor Cooking</p>	<p>Learners will develop practical outdoor cooking skills by safely preparing items on a stick over the fire, such as marshmallows or bread. They will gain experience in cooking bread and making warm drinks, building confidence in managing heat and timing. As their skills progress, learners will be able to cook simple dishes and eventually prepare complete meals over an open fire, demonstrating independence, safety awareness, and an understanding of basic outdoor culinary techniques.</p>	<p>Outdoor cooking provides a rich context for developing communication and interaction skills. As learners prepare and share food around the fire, they build friendships, take turns, and express themselves through discussion and collaborative tasks. Cooking together encourages teamwork, negotiation, and play, while shared experiences—such as gathering ingredients, managing the fire, and tasting the results—foster a sense of belonging and strengthen social bonds. These moments around the fire become powerful opportunities for learners to connect, communicate, and grow together.</p> <p>Outdoor cooking offers a dynamic environment for developing cognition and learning. Learners engage in decision making and problem solving as they plan meals, assess available resources, and adapt to changing conditions. Critical thinking is fostered through evaluating cooking methods and fire safety, while organisation and task prioritisation are essential for managing ingredients, tools, and timing. These activities naturally support knowledge-based skills and curriculum links across science, maths, and PSHE. Learners also practice risk assessment and learn through trial and error—gaining resilience, independence, and a deeper understanding of practical processes in real-world contexts</p> <p>Outdoor cooking offers a rich and supportive environment for nurturing social, emotional, and mental health. As learners engage in shared tasks around the fire, they practice communication, recapitulative play, and turn</p>	<p>Practical Skills & Responsibility: Learners take charge of gathering materials, preparing ingredients, and managing cooking tools and heat sources. They learn to assess risks (e.g., handling fire safely, hygiene) and make responsible choices—building confidence in their own abilities.</p> <p>Decision Making & Problem Solving: Outdoor cooking involves thinking on your feet: adjusting to weather, managing time, and improvising with available resources. Learners practice trial and error, adapt recipes, and solve problems independently.</p> <p>Planning & Organisation: From</p>	<p>During activities, leaders will observe pupil engagement and progress, addressing any misconceptions or concerns that arise. Verbal feedback will be used to reinforce learning and maintain motivation, alongside positive praise to encourage continued participation. Questioning will prompt pupils to justify their answers and decisions, deepening their understanding. Any unsafe behaviour or incorrect use of tools will be challenged and corrected to ensure a safe learning environment. Pupils will also reflect on their experiences by identifying What Went Well (WWW) and Even Better If (EBI), supporting personal progression and self-awareness.</p>	<p>W Wild Passport The Woodlands Trust The National Trust Forest School Association Coventry Outdoors Wilderness Therapy</p>
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		<p>taking—building friendships and learning to navigate conflict with empathy and cooperation. These experiences encourage self-expression and exploration of identity, while fostering resilience, independence, and self-regulation. Successfully preparing food together boosts confidence and self-esteem, reinforces a sense of belonging, and helps learners overcome setbacks through trial and error. The warmth of the fire becomes a space where relationships are built, maintained, and celebrated.</p> <p>Outdoor cooking provides a rich sensory and physical experience that supports a wide range of developmental needs. Learners engage their core senses through sensory feedback—feeling the texture of ingredients, smelling smoke and food, and hearing the crackle of the fire. Activities like gathering wood, preparing food, and managing tools enhance spatial awareness through proprioceptive and vestibular input. These tasks also strengthen gross, fine, and complex motor skills, build core strength, and improve coordination and balance. The dynamic nature of cooking outdoors encourages movement, focus, and physical confidence in a meaningful, hands-on context.</p>	<p>choosing what to cook to sequencing tasks (lighting the fire, prepping food, cooking, cleaning), learners develop executive function skills. They learn to prioritise, stay focused, and manage their own workflow.</p> <p>Emotional Growth & Self-Regulation: Cooking outdoors can be unpredictable. Learners build resilience by coping with setbacks—burnt food, failed fires, or forgotten ingredients. Successes boost self-esteem, while challenges teach patience and emotional regulation.</p> <p>Social Independence: While often collaborative,</p>		
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			<p>outdoor cooking also allows learners to take individual roles, make decisions, and contribute meaningfully to a shared goal. This fosters autonomy within a team setting.</p>		
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Spring 1 - Woodcraft

Learners will develop practical tool-handling skills by safely using a range of equipment including potato peelers, saws, loppers, froes, and secateurs. They will demonstrate the forehand grip and use knives with control to shape wood—putting a point on the end of a stick, flattening one side, and carving a wooden knife. Additionally, learners will explore natural materials to create rings or hoops, building confidence, coordination, and respect for tool safety through hands-on experiences in outdoor environments.

Woodcraft activities provide a rich environment for developing **communication and interaction** skills. As learners engage in tasks such as carving, lashing, and crafting with natural materials, they build friendships through shared experiences and collaborative play. These hands-on projects encourage turn taking, discussion, and teamwork, while offering opportunities for learners to express themselves creatively and negotiate roles or decisions. Through these interactions, learners strengthen their social bonds, develop confidence in communication, and experience the joy of working together in a purposeful and meaningful way.

Woodcraft provides a rich, hands-on context for developing **cognitive and learning** skills. Learners engage in decision making and problem solving as they select materials, plan their projects, and adapt techniques to suit their goals. Activities such as carving, lashing, and shelter building encourage critical thinking, organisation, and the ability to prioritise tasks. These experiences also reinforce knowledge-based skills and offer natural links to curriculum areas such as design technology, science, and maths. Through risk assessment and trial-and-error learning, learners build resilience, independence, and a deeper understanding of practical processes in outdoor environments.

Woodcraft offers a nurturing and empowering environment for supporting **social, emotional, and mental health**. Through hands-on activities like carving and crafting with natural materials,

Practical Self-Reliance: Learners gain confidence using tools like knives, saws, and drills safely and responsibly. They learn to select appropriate materials, plan their projects, and carry out tasks with minimal adult intervention.

Decision Making & Problem Solving: Woodcraft requires learners to think critically—choosing the right tools, adapting designs, and solving construction challenges. Trial and error becomes a natural part of the process, fostering resilience and flexible thinking.

Planning & Organisation: From designing a spoon to building a bird box,

During activities, leaders will observe pupil engagement and progress, addressing any misconceptions or concerns that arise. Verbal feedback will be used to reinforce learning and maintain motivation, alongside positive praise to encourage continued participation. Questioning will prompt pupils to justify their answers and decisions, deepening their understanding. Any unsafe behaviour or incorrect use of tools will be challenged and corrected to ensure a safe learning environment. Pupils will also reflect on their experiences by identifying What Went Well (WWW) and Even Better If (EBI), supporting personal progression and self-awareness.

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		<p>learners engage in meaningful communication and recapitulative play, helping them make friends and practise turn taking. These shared experiences provide space for expressing oneself, exploring identity, and developing resilience and independence. As learners face challenges and overcome failure, they build confidence, self-esteem, and self-regulation. Working together fosters a sense of belonging and strengthens the ability to maintain relationships and navigate conflict constructively.</p> <p>Woodcraft provides a rich and engaging platform for supporting sensory and physical development. Learners receive sensory feedback through the texture, weight, and smell of natural materials, stimulating core senses in meaningful ways. Activities such as carving, sawing, and lashing enhance spatial awareness by engaging proprioceptive and vestibular systems, helping learners understand their body's position and movement in space. These tasks also develop gross, fine, and complex motor skills, while building core strength, coordination, and balance. Through purposeful, hands-on experiences, woodcraft nurtures physical confidence and supports holistic growth in outdoor learning environments.</p>	<p>learners must organise steps, prioritise tasks, and manage time effectively. This builds executive function skills and encourages independent project management.</p> <p>Emotional Growth & Self-Regulation: Working with wood demands patience, focus, and perseverance. Learners develop emotional regulation as they work through frustration and celebrate success. Completing a woodcraft project boosts self-esteem and reinforces a sense of capability.</p> <p>Connection to Nature & Identity: Woodcraft deepens learners' connection to the natural world and encourages personal expression</p>		
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			<p>through creative design. It supports identity exploration and fosters a sense of pride in making something useful with their own hands.</p>		
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Spring 2 - Fire

Learners will demonstrate fire circle etiquette and understand the importance of fully extinguishing a fire to ensure safety and environmental responsibility. They will develop fire-building skills by collecting and grading dry sticks, using silver birch and other natural tinder extenders, and producing sparks with a fire steel to ignite cotton wool pads. As their confidence grows, learners will safely add fuel to the fire, create embers using a parabolic dish, and cook items such as bread and food on sticks—building practical outdoor skills and deepening their respect for fire as a tool for warmth, cooking, and survival.

Fire lighting techniques offer a rich opportunity to develop **communication and interaction** skills in a meaningful, outdoor context. As learners work together to gather materials, build fire structures, and ignite flames, they engage in turn taking, discussion, and collaboration. These shared tasks foster teamwork and negotiation, encouraging learners to express themselves and contribute ideas. The process naturally supports play and exploration, helping learners make friends and build relationships through shared experiences. Around the fire, learners develop social confidence, practice listening and speaking, and strengthen their ability to interact respectfully and effectively with others.

Fire lighting techniques offer a dynamic and hands-on context for developing **cognition and learning**. Learners engage in decision making as they select appropriate materials and methods, and practice problem solving when faced with challenges like damp wood or changing weather conditions. The process encourages critical thinking and requires organisation and prioritising—gathering tinder, arranging kindling, and building the fire in logical stages. These activities reinforce knowledge-based skills linked to science, design technology, and outdoor education, creating clear curriculum connections. Through risk assessment and trial-and-error learning, learners build resilience, independence, and a deeper understanding of cause and effect in real-world settings.

Practical Responsibility:
Learners take ownership of gathering materials, preparing the fire site, and managing ignition techniques. They learn to assess risks, follow safety protocols, and make responsible decisions—building trust in their own capabilities.

Decision Making & Problem Solving:
Fire lighting requires choosing the right materials (dry wood, kindling), adapting to weather conditions, and troubleshooting when the fire doesn't catch. Learners practise trial and error, develop resilience, and learn to think critically under pressure.

During activities, leaders will observe pupil engagement and progress, addressing any misconceptions or concerns that arise. Verbal feedback will be used to reinforce learning and maintain motivation, alongside positive praise to encourage continued participation. Questioning will prompt pupils to justify their answers and decisions, deepening their understanding. Any unsafe behaviour or incorrect use of tools will be challenged and corrected to ensure a safe learning environment. Pupils will also reflect on their experiences by identifying What Went Well (WWW) and Even Better If (EBI), supporting personal progression and self-awareness.

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		<p>Fire lighting techniques offer a powerful and nurturing context for supporting social, emotional, and mental health. As learners engage in the process—gathering materials, building the fire, and attempting ignition—they practice communication and turn taking, often through recapitulative play that mirrors real-life roles and responsibilities. These shared experiences help learners make friends, express themselves, and explore aspects of their identity in a safe, supportive environment. Challenges such as damp wood or failed ignition foster resilience, independence, and self-regulation, while successful outcomes build confidence and self-esteem. The communal nature of fire lighting promotes a sense of belonging, encourages relationship-building, and provides opportunities to navigate conflict and overcome failure together.</p> <p>Fire lighting techniques offer a rich sensory and physical experience that supports holistic development in outdoor learning. Learners receive sensory feedback through the warmth of the flames, the texture of natural materials, and the sounds and smells of crackling wood and smoke. These activities engage spatial awareness, activating both proprioceptive and vestibular senses as learners crouch, reach, and move with purpose to build and tend the fire. Striking flint, arranging kindling, and managing tools develop gross, fine, and complex motor skills, while also strengthening core muscles, improving coordination, and enhancing balance. Fire lighting becomes a purposeful, embodied</p>	<p>Planning & Organisation: Sequencing tasks—such as laying the fire, lighting it, and maintaining it—develops executive function skills. Learners learn to prioritise steps and manage time effectively, especially when cooking or keeping warm depends on it,</p> <p>Emotional Growth & Self-Regulation: Fire lighting can be frustrating and exhilarating. Learners build emotional regulation as they cope with setbacks and celebrate success. Mastering fire lighting boosts self-esteem and reinforces a sense of independence and achievement.</p> <p>Social Independence:</p>		
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		<p>activity that builds physical confidence and supports sensory integration in a natural setting.</p>	<p>While often collaborative, fire lighting allows learners to take individual roles, make decisions, and contribute meaningfully to group needs—like warmth, cooking, or comfort.</p>		
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Summer 1 - Rope

Learners will develop fine motor skills and practical crafting abilities by making basic friendship bracelets, threading wood cookies, and wrapping sticks with natural materials. They will learn to tie a variety of knots including the overhand knot, half hitch, reef knot, and timber hitch, and progress to more advanced techniques such as sheer lashing and square lashing to join sticks securely. Additionally, learners will demonstrate responsibility and care for equipment by cleaning and coiling rope, building confidence and competence in outdoor craft and construction tasks.

Rope techniques and knot tying provide a rich environment for developing **communication and interaction** skills. As learners work together to build shelters, create swings, or set up tarps, they engage in turn taking, discussion, and collaboration. These shared tasks foster teamwork and negotiation, encouraging learners to express themselves and contribute ideas. The playful nature of experimenting with knots and rope structures helps build friendships and supports social confidence. Through shared experiences and problem-solving, learners strengthen their ability to interact respectfully, maintain relationships, and thrive in group settings.

Rope techniques and knot tying offer a practical and engaging context for developing **cognition and learning**. Learners practice decision making as they select appropriate knots for specific tasks, and engage in problem solving when adjusting tension, structure, or adapting to environmental challenges. These activities encourage critical thinking, organisation, and prioritising—such as choosing the right rope, planning the sequence of knots, and managing time effectively. Knot work reinforces knowledge-based skills linked to physics, design technology, and outdoor education, creating strong curriculum connections. Through risk assessment and trial-and-error learning, learners build resilience, independence, and a deeper understanding of structure, function, and safety in real-world applications.

Decision Making & Problem Solving: Learners choose the right knot for the task—whether it's securing a tarp, building a swing, or bundling wood. Learners troubleshoot when knots slip or structures fail, learning through trial and error to adapt and refine their approach.

Practical Self-Reliance: Mastering knots like the bowline, clove hitch, or square lashing empowers learners to build, secure, and create without constant adult help. Rope work teaches learners to assess risks, manage tools, and take responsibility for their own safety and success.

During activities, practitioners will observe pupil engagement and progress, addressing any misconceptions or concerns that arise. Verbal feedback will be used to reinforce learning and maintain motivation, alongside positive praise to encourage continued participation. Questioning will prompt pupils to justify their answers and decisions, deepening their understanding. Any unsafe behaviour or incorrect use of tools will be challenged and corrected to ensure a safe learning environment. Pupils will also reflect on their experiences by identifying What Went Well (WWW) and Even Better If (EBI), supporting personal progression and self-awareness.

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		<p>Rope techniques and knot tying offer a meaningful and supportive context for developing social, emotional, and mental health. As learners engage in these tasks—whether building shelters, crafting swings, or creating collaborative structures—they practice communication and turn taking, often through recapitulative play that mirrors real-world roles. These shared experiences help learners make friends, express themselves, and explore aspects of their identity in a safe, inclusive environment. Challenges such as mastering a new knot or adjusting a structure foster resilience, independence, and self-regulation, while successful outcomes build confidence and self-esteem. Working together with ropes promotes a sense of belonging, encourages relationship-building, and provides opportunities to navigate conflict and overcome failure in a constructive, hands-on way.</p> <p>Rope techniques and knot tying offer a highly engaging way to support sensory and physical development in outdoor learning. Learners receive sensory feedback through the texture, tension, and movement of different ropes, stimulating core senses such as touch and proprioception. These activities enhance spatial awareness by activating both proprioceptive and vestibular systems as learners shift positions, maintain posture, and navigate rope-based tasks like shelter building or climbing structures. Tying knots and manipulating ropes develop gross, fine, and complex motor skills, while also strengthening core muscles, improving</p>	<p>Planning & Organisation: Sequencing knot steps, preparing materials, and managing tension all require focus and forethought. Learners develop executive function skills as they plan, prioritise, and carry out tasks independently.</p> <p>Emotional Growth & Self-Regulation: Rope work can be challenging. Learners build resilience and patience as they practise, fail, and succeed. Completing a knot-based task boosts self-esteem and reinforces a sense of capability and control.</p> <p>Social Independence: While often collaborative, rope skills allow learners</p>		

		<p>coordination, and supporting balance. Rope work becomes a purposeful, physical experience that builds body awareness, confidence, and control in a natural setting.</p>	<p>to take individual roles, contribute meaningfully, and lead aspects of group projects—like shelter building or pulley systems.</p>		
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Summer 2 - Shelter

Learners will develop a range of shelter-building skills by constructing nests, mini shelters, dens, and ridge line shelters, as well as learning how to use a storm shelter effectively. As their confidence and understanding grow, they will progress to building more advanced structures such as ridge pole tarp shelters, tarp lean-tos, log lean-tos, and central pole tipis. Learners will also learn to assess and select appropriate sites for shelter construction, considering safety, terrain, and environmental impact—building resilience, problem-solving skills, and a deeper connection to the natural world.

Shelter building offers a rich and engaging context for developing **communication and interaction** skills. As learners work together to design and construct shelters, they practice turn taking, engage in discussion, and collaborate to solve problems and share ideas. These activities foster teamwork and negotiation, encouraging learners to express themselves and listen to others. The playful nature of building with natural materials supports creativity and social bonding, helping children make friends and enjoy shared experiences. Through these interactions, learners build confidence, develop empathy, and strengthen their ability to communicate effectively in group settings.

Shelter building offers a rich and practical context for developing **cognition and learning**. Learners engage in decision making as they choose suitable materials and locations, and apply problem solving when adapting structures to weather conditions or available resources. The process encourages critical thinking, organisation, and prioritising tasks—such as sequencing construction steps, allocating roles, and managing time effectively. Shelter building reinforces knowledge-based skills linked to science, design technology, and geography, creating strong curriculum connections. Through risk assessment and trial-and-error learning, learners build resilience, independence, and a deeper understanding of structural integrity, safety, and environmental awareness in a hands-on outdoor setting.

Decision Making & Problem Solving: Learners choose materials, assess locations, and decide how to structure their shelter. They adapt to challenges—like unstable frames or changing weather—building resilience and flexible thinking.

Practical Self-Reliance: Gathering resources, tying knots, and constructing without constant adult intervention fosters autonomy. Learners take ownership of their work, learning to trust their judgment and skills.

Planning & Organisation: Sequencing steps (e.g., frame first, then cover), managing time, and coordinating tasks develop executive

During activities, practitioners will observe pupil engagement and progress, addressing any misconceptions or concerns that arise. Verbal feedback will be used to reinforce learning and maintain motivation, alongside positive praise to encourage continued participation. Questioning will prompt pupils to justify their answers and decisions, deepening their understanding. Any unsafe behaviour or incorrect use of tools will be challenged and corrected to ensure a safe learning environment. Pupils will also reflect on their experiences by identifying What Went Well (WWW) and Even Better If (EBI), supporting personal progression and self-awareness.

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		<p>Shelter building offers a powerful and nurturing context for supporting social, emotional, and mental health. As learners collaborate to design and construct shelters, they practice communication and turn taking, often engaging in recapitulative play that mirrors real-life roles and responsibilities. These shared experiences help children make friends, express themselves, and explore aspects of their identity in a safe and inclusive environment. Navigating challenges—such as unstable structures or limited materials—fosters resilience, independence, and self-regulation, while successful outcomes build confidence and self-esteem. The communal nature of shelter building promotes a sense of belonging, encourages relationship-building, and provides opportunities to deal with conflict and overcome failure in constructive, meaningful ways.</p> <p>Shelter building offers a deeply engaging way to support sensory and physical development in outdoor learning. Learners receive sensory feedback through handling natural materials—feeling the textures of branches, leaves, and rope, and responding to environmental stimuli like wind, temperature, and sound. These activities activate spatial awareness through proprioceptive and vestibular input as children crouch, stretch, lift, and navigate uneven terrain while constructing their shelters. The process develops gross, fine, and complex motor skills—from lifting logs and tying knots to adjusting delicate coverings—while also strengthening core muscles, improving coordination, and</p>	<p>function. Learners learn to prioritise and stay focused on a goal from start to finish.</p> <p>Emotional Growth & Self-Regulation: Shelter building can be frustrating and rewarding. Learners practise patience, cope with setbacks, and celebrate success. Completing a shelter boosts self-esteem and reinforces a sense of capability.</p> <p>Social Independence: While often collaborative, shelter building allows learners to take individual roles, lead aspects of the task, and contribute meaningfully to group outcomes.</p>		
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		<p>enhancing balance. Shelter building becomes a fully embodied experience that fosters physical confidence, body awareness, and sensory integration in a natural setting.</p>			
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