

Outdoor Learning Whole School Overview 2021/2022

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1	<p>History – the Great fire of London Science – Materials PSHE – living in the wider world DT – growing cress</p> <p>Session 1: Wattle and Daub – build small wall to protect</p> <p>Session 2: Transportation of water – put out fire/Direction N/E/S/W</p>	<p>History – Spitfire Science – Animals including humans, Art - Andy Warhol PSHE – living in the wider world, responsibilities within the community</p> <p>Session 1: Camouflage/Dead or alive</p> <p>Session 2: Food chains/Habitat hunt/Pond Dipping</p>	<p>Science – Light/locational knowledge (New Forest)</p> <p>Session 1: Compass points/Map making</p> <p>Session 2: Local area maps/Producers, predator, prey Lights and shadows (sundials)</p>	<p>Science – Digestion and teeth Art – drawing and sketching</p> <p>Session 1: Observational drawing/Pond Dipping</p> <p>Session 2: Teeth and digestion</p>	<p>Science – earth and space – earth sun and moon</p> <p>Session 1: Human Solar System/Planet fact hunt</p> <p>Session 2: Bottle Rockets/Pond Dipping</p>	<p>Science – Evolution and inheritance Geography – comparing the UK and Brazil.</p> <p>Session 1: Darwin’s Finches activity/Habitat challenges</p> <p>Session 2: Brazilian Art/ Shelter building</p>
Aut 2	<p>Science – Materials, seasonal changes Art – sculptures</p> <p>Session 1: Natural sculptures</p> <p>Session 2: Seasons (picture and observational notes)</p>	<p>Science – Animals including humans History – Mary Seacole, Florence Nightingale, Edith Cavell PSHE – safe and unsafe play, taking a break from tech</p> <p>Session 1: Map work</p> <p>Session 2: Seasons (picture and observational notes)</p>	<p>Science – forces, friction History – Anglo-Saxons/Vikings</p> <p>Session 1: Viking? Boat making (materials) /Den building</p> <p>Session 2: Forces, friction, magnets</p>	<p>Science – sound DT – designing and making music instruments</p> <p>Session 1: Musical instruments/</p> <p>Session 2:</p>	<p>Science – growth and puberty History – Mayans</p> <p>Session 1: Growth (puberty and beyond)</p> <p>Session 2: Mayan Headdress using outdoor materials</p>	<p>Science – light History – chronology WW1 WW2 Art – drawing</p> <p>Session 1: Light/Shadow activity</p> <p>Session 2: Art (observational drawing-human)</p>

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<p>Spring 1</p>	<p>Science - Plants and seasonal changes History – changes within living memory (old toys) PSHE – living in the wider world</p> <p>Session 1: Planting</p> <p>Session 2:</p>	<p>Science – Materials</p> <p>Session 1: Planting</p> <p>Session 2: Map Work</p>	<p>Science - rocks Geography – volcanoes earthquakes</p> <p>Session 1: Volcanoes</p> <p>Session 2: Rock identification/fossils</p>	<p>Science – electricity Geography – countries and major cities of the world</p> <p>Session 1: World Maps</p> <p>Session 2:</p>	<p>Science – states of matter (reversible and non-reversible changes) Geography – physical and human geography of great Britain Art – drawing</p> <p>Session 1: Physical & Human Geography</p> <p>Session 2: Materials – Den building?</p>	<p>Science – electricity History – Roman empire</p> <p>Session 1: Map work</p> <p>Session 2: Colosseums</p>
<p>Spring 2</p>	<p>Science - Plants and seasonal changes DT – rocket building PSHE - Health and well-being Maths – weights, measures, lengths</p> <p>Session 1: Bottle Rockets</p> <p>Session 2: Pond Dipping</p>	<p>Science – Materials DT – boat making</p> <p>Session 1: Mini Rafts (Link to materials)</p> <p>Session 2:</p>	<p>Science – plants History – Titanic PSHE – health and wellbeing (owning your choices)</p> <p>Session 1: Planting</p> <p>Session 2: Map work – Oceans? Pond Dipping</p>	<p>Science – animals and living things, food chains, habitats</p> <p>Session 1: Animal classification/food chains</p> <p>Session 2:</p>	<p>Science – forces, magnets, gravity, resistance, mechanisms Geography – mapping and co-ordinates.</p> <p>Session 1: Map Work – co-ordinates</p> <p>Session 2: Forces</p>	<p>Science – animals and including humans Geography – meridians, parallels, compass directions, maps atlases and globes. DT – healthy snack bars</p> <p>Session 1: Circulatory System</p> <p>Session 2: Map work/Pond Dipping</p>

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Summer 1	<p>Science - Animals including humans</p> <p>Session 1: Animal Habitats and classification (Herbivore, carnivore, omnivore)/Materials and strength of (Material Hunt)</p> <p>Session 2: Setting a map (outdoor learning cards O2)</p>	<p>Science – plants DT – Food</p> <p>Session 1: Pond Dipping</p> <p>Session 2: Habitat hunt/Classification (basic needs for habitats)</p>	<p>Science – magnets History – Titanic – social history</p> <p>Session 1: Map Work/Planting fruits and vegetables</p> <p>Session 2: Sculptures</p>	<p>States of matter – solids liquid gasses History – stone age Geography – water cycles (river mountains and coasts) Art – painting</p> <p>Session 1: Painting individual stones to decorate Nature Zone or School paths</p> <p>Session 2: Memory Map Making (outdoor learning cards O14)/Solids, liquids, gasses</p>	<p>History – crime and punishment Science – living things in their habitats</p> <p>Session 1: Life Cycles, reproduction/extinction</p> <p>Session 2: Pond Dipping</p>	<p>Science – living things in their habitats</p> <p>Session 1: Pond Dipping</p> <p>Session 2:</p>
Summer 2	<p>Science - Animals including humans</p> <p>Session 1: Senses activity/Pond Dipping</p> <p>Session 2: Map Work –Treasure Island (outdoor learning cards O2)</p>	<p>Science - Seasonal changes and plants Art – Kandinsky</p> <p>Session 1: Painting</p> <p>Session 2:</p>	<p>Science –</p> <p>Session 1: Animals and humans classification/Pond Dipping</p> <p>Session 2: Home-grown snacks/healthy eating</p>	<p>History – ancient Egyptian chronology Maths – geometry, DT – death masks</p> <p>Session 1: Hieroglyph hunt/Dig</p> <p>Session 2: Pond Dipping</p>	<p>History – crime and punishment Science – living things in their habitats Art – Sculpture</p> <p>Session 1: Natural Sculptures</p> <p>Session 2:</p>	<p>Art – painting Geography – local study links</p> <p>Session 1: Painting – individual fence</p> <p>Session 2:</p>

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Geography fieldwork skills:

Year 1	Year 2
Skills	
<ul style="list-style-type: none"> Use simple compass directions of North, South, East, West and describe the location of features and routes on a simple map 	<ul style="list-style-type: none"> Use simple compass directions of North, South, East, West and locational and directional language (near, far, left, right) to describe the location of features and routes on a simple map
<ul style="list-style-type: none"> Devise a simple map; and use and construct basic symbols in a key 	
<ul style="list-style-type: none"> To use fieldwork and observational skills to study the geography of their school and its grounds. 	<ul style="list-style-type: none"> To use fieldwork and observational skills to study a small area of the UK-Minstead.

	Year 3	Year 4	Year 5	Year 6
	Skills			
Mapping skills	<ul style="list-style-type: none"> Use large scale street maps and large scale Ordnance Survey maps, aerial photographs, oblique and bird's eye views, digital and computer mapping and globes to identify and describe features of the New Forest 	<ul style="list-style-type: none"> Use large scale street maps and large scale Ordnance Survey maps, aerial photographs, oblique and bird's eye views, digital and computer mapping and globes to identify and describe location and characteristics of rivers and mountains 	<ul style="list-style-type: none"> Use large scale street maps and large and small scale Ordnance Survey maps, aerial photographs, oblique and bird's eye views, digital and computer mapping and globes to identify and describe landmarks in UK and New York 	<ul style="list-style-type: none"> Use large scale street maps and large and small scale Ordnance Survey maps, aerial photographs, oblique and bird's eye views, digital and computer mapping and globes to identify and describe human and physical features of the UK and Brazil
	<ul style="list-style-type: none"> Begin to use 4 figure co-ordinates Confidently use 4 points of the compass 	<ul style="list-style-type: none"> Confidently use 4 figure co-ordinates and begin to use 6 figure co-ordinates Begin to use 8 points of a compass, symbols and keys 	<ul style="list-style-type: none"> Use 6 figure co-ordinates Confidently use 8 points of a compass, symbols and keys (including use of Ordnance survey maps) 	<ul style="list-style-type: none"> Confidently use 6 figure co-ordinates Confidently use 8 points of a compass, symbols and keys (including use of Ordnance survey maps)

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Fieldwork skills	<ul style="list-style-type: none">• Observe, measure (by number of paces) and record through sketch maps the features of the school environment	<ul style="list-style-type: none">• Observe, measure (trundle wheels and meter sticks), record through sketch maps and plans and present features of the local environment (St James' Park)	<ul style="list-style-type: none">• Observe, measure accurately (choosing appropriate methods), record using graphs and present through digital technologies features of the local environment (New Forest)	<ul style="list-style-type: none">• Observe, measure accurately (choosing appropriate methods), record using graphs and present through digital technologies features of the local environment (Avon Tyrrell)
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