Outdoor Learning Whole School Overview 2022/ 2023

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 activities	Wattle and Daub – build small wall to protect – History Transportation of water to put out the Great Fire of London	Camouflage/Dead/ alive/ never been alive Minibeast habitat hunt Autumn collage	Compass points/ Map making Co-ordinate hunt Producers, predator, prey	Observational drawing Pond Dipping Teeth and digestion	Human Solar System/ Planet fact hunt Cave painting Co-ordinate hunt	Shelter building Digging and composting
National Curriculum links -	<u>Geography</u> Use simple compass directions of **North, South, East, West** and describe the **location** of features and routes on a simple map) <u>Science – Materials</u> Explain why everyday materials have particular uses	<u>Science – Seasonal changes</u> Name seasonal and daily weather patterns in the United Kingdom <u>Science – animals including humans</u> **Recall** a *variety* of animals in their habitats including micro habitats **Explore** the differences between things that are living, dead and things that have never been alive. <u>Art and Design</u> ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<u>Geography</u> • Begin to **use** 4 figure co-ordinates • Confidently **use** 4 points of the compass <u>*Science – Animals including humans*</u> • Know what producers, predators and prey in food chains are and explain how food chains work.	<u>Science – Animals including humans</u> • Describe the simple functions of the basic parts of the digestive system in humans • Know the different types of teeth in humans and their simple functions <u>Science – living things and their habitats</u> •Use classification keys to group, identify and name a variety of living things in their local environment <u>Art</u> to improve their mastery of art and design techniques, including drawing	<u>Geography</u> • **Use** 6 figure co-ordinates • Confidently **use** 8 points of a compass, symbols and keys (including use of Ordnance survey maps) <u>Science – Solar system</u> •Describe the movement of the Earth, and other planets, relative to the Sun in the solar system <u>Art</u> to develop their techniques, including their control and their use of materials, with creativity and experimentation	<u>Science - Materials</u> •Explain why everyday materials have particular uses • Know that some changes are reversible <u>Science – evolution</u> • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

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Autumn 2 activities	Natural sculptures Seasons – winter Co-ordinates challenge	RSPB Bird watch Animal classification Life cycles	Viking rune necklace – using clay Using sticks to plan an Anglo Saxon settlement. Anglo-Saxon weaving	Natural Musical instruments/ soundscapes Maps and orienteering Measuring the outdoor space	Life cycles of mammals Measuring outdoor area Shelter building	Compass direction, Orienteering and map work. observational drawing- human
National Curriculum links -	<u>Science – Seasonal Changes</u> • Name the four seasons and explain the changes across them. outdoors • Explain the different weather in each season and how this affects us •Describe weather associated with the seasons and how day length varies. <u>Art</u> to use sculpture to develop and share their ideas, experiences and imagination <u>Geography</u> Use simple compass directions of **North, South, East, West** describe the **location** of features and routes on a simple map	<u>Science – animals including humans</u> Notice that animals including humans give birth to offspring which grow into adults. • To identify and classify a variety of animals	<u>History</u> *Britain's settlement by Anglo-Saxons and Scots:* *Anglo-Saxon invasions, settlements and kingdoms: place names and village life* <u>Art</u> to improve their mastery of art and design techniques, including sculpture with a range of materials	<u>Geography</u> **Observe**, **measure** (by number of paces) and **record** through sketch maps the features of the school environment <u>P.E.</u> take part in outdoor and adventurous activity challenges both individually and within a team <u>Science – sound</u> •Recognise that sounds get fainter as the distance from the sound source increases. <u>Music</u> Pupils understand the ways that sounds can be combined and used expressively	<u>Geography</u> • **Observe**, **measure** (by number of paces) and **record** through sketch maps the features of the school environment <u>Science - Materials</u> •Explain why everyday materials have particular uses <u>Science – living things and their habitats</u> • Know the differences in the life cycles of a mammal, an amphibian, an insect and a bird	<u>Geography</u> Confidently **use** 6 figure co-ordinates Confidently **use** 8 points of a compass, symbols and keys (including use of Ordnance survey maps) <u>P.E.</u> take part in outdoor and adventurous activity challenges both individually and within a team <u>Art</u> to improve their mastery of art and design techniques, including drawing

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Spring 1 activities	Seasonal changes Plant hunt MRSGREN RSPB Bird Watch	Bark rubbing Raft making and boat testing Pond dipping	Soil Shake Volcano in a bottle Rock identification game	Habitats and classification. Food web activity Make bird feeders Country and capital matching game. Find and label world maps.	Liquid density task. Compass work – create an 8 point compass RSPB Bird Watch	Roman Numeral Clock Roman mosaic Measuring the school grounds
National Curriculum links -	<u>Science – Seasonal Changes</u> • Name the four seasons and explain the changes across them. • Explain the different weather in each season and how this affects us •Describe weather associated with the seasons and how day length varies. <u>Science – animals including humans</u> • To know animals including humans eat food, drink water, breath and die. <u>Science – plants</u> **Name** a variety of common wild and garden plants, including deciduous and evergreen trees.	<u>Science – plants</u> To name and describe the parts of trees <u>Science – Materials</u> • Compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. <u>Science – animals including humans</u> • Recall a variety of animals in their habitats including micro habitats.	<u>Science – Rocks</u> •Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties •Recognise that soils are made from rocks and organic matter. <u>Geography</u> • Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes	<u>Geography</u> Locate world's countries and major cities focusing on Europe <u>Science – living things and their habitats</u> Use classification keys to group, identify and name a variety of living things in their local and wider environment	<u>Geography</u> • Confidently **use** 8 points of a compass, symbols and keys (including use of Ordnance survey maps) <u>Science – states of matter</u> •Know how to separate mixtures using filtering, sieving and evaporating	<u>History</u> *The Roman Empire and its impact on Britain* <u>Maths</u> • recognise that shapes with the same areas can have different perimeters and vice versa <u>Art</u> ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

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Spring 2 activities	Exploring our senses outside Easter hunt Pond Dipping	Shelter building (materials) Pots and seed planting	Planting and flower parts Pond dipping Boat making	Shelter building Fruit gathering task Tree identification – data handling	Map Work – co-ordinates and grid references Forces – egg drop challenge	Circulatory System Map work – co-ordinates Pond Dipping
National Curriculum links -	<u>Science - animals including humans</u> **Recall** a *variety* of animals in their habitats including micro habitats • Name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • To explain what would happen if one of our senses didn't work. <u>Geography</u> •Use simple compass directions of North, South, East, West and describe the location of features and routes on a simple map	<u>Science – Materials</u> • Describe how materials are unsuitable for particular purposes and think about unusual and creative uses for everyday materials <u>Science – plants</u> •To describe in detail how plants need water, light and suitable temperature to grow and stay healthy and recognise how different plants adapt for different habitats.	<u>Science – Plants</u> •Identify and describe functions of different parts of flowering plants •Describe how water is transported within plants <u>Science – living things and their habitats</u> •Use classification keys to group, identify and name a variety of living things in their local and wider environment <u>Design and Technology</u> Select and use a wider range of materials according including textiles.	<u>Maths – data handling</u> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs <u>History</u> *Changes in Britain from the Stone Age to the Iron Age*	<u>Geography</u> **Use** 6 figure co-ordinates Confidently **use** 8 points of a compass, symbols and keys (including use of Ordnance survey maps) <u>Science – Forces</u> • Identify the effects of air resistance	<u>Geography</u> Confidently **use** 6 figure co-ordinates Confidently **use** 8 points of a compass, symbols and keys (including use of Ordnance survey maps) <u>Science - animals including humans</u> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood <u>Science – living things and their habitats</u> •Use classification keys to group, identify and name a variety of living things in their local and wider environment

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Summer 1 activities	Seasonal changes Grounding (PSHE) Bark rubbing	Seeds and planting Grounding (PSHE) Pond dipping	Viking long boats using natural resources Making dream catchers Planting	Water cycle in a jar Water colour painting Bird watching	Life cycles Mud faces Pond dipping	Living things and habitats challenge Teamwork activity Grounding (PSHE)
National Curriculum links -	<u>Science – Seasonal Changes</u> • Name the four seasons and explain the changes across them. • Explain the different weather in each season and how this affects us •Describe weather associated with the seasons and how day length varies. <u>PSHE – health and well being</u> How do we feel? Different kinds of feelings; strategies to manage big feelings. What to do if you feel lonely.	<u>Science - animals including humans</u> **Recall** a *variety* of animals in their habitats including micro habitats <u>Science – plants</u> •To describe in detail how plants need water, light and suitable temperature to grow and stay healthy and recognise how different plants adapt for different habitats. <u>PSHE – health and well being</u> How do we show our feelings? Recognising how others are feeling; sharing feelings, feelings regarding change or loss; Preparing for change/ transition.	<u>Maths – Properties of Shapes</u> make 3-D shapes using modelling materials; <u>Art</u> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <u>Science – plants</u> •Know the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and they vary from plant to plant	<u>Science - states of matter</u> •Know the part played by evaporation and condensation in the water cycle <u>Science - living things and their habitats</u> •Classify living things using a variety of ways <u>Art - Watercolours</u> -Introduce different types of brush techniques- apply colour using dotting, scratching, splashing	<u>Science - living things and their habitats</u> • Know the differences in the life cycles of a mammal, an amphibian, an insect and a bird <u>Art</u> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	<u>Science - living things and their habitats</u> •Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals <u>PSHE – health and well being</u> Anxiety & Building Resilience/ Coping strategies What is mental health? What does anxiety look like and feel like? What strategies can we use to help us/ build resilience? Coping with exam stress/ change. How to we help others suffering with anxiety?

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Summer 2 activities	Pond dipping Location hunt Shelter building	Story creating Scavenger hunt Planting	Life cycles Pond dipping Dragon nests	Egyptian Artefacts Hieroglyphics Pond dipping	Maps and compasses Crime solving Making bird feeders	Olympic sports Olympic wreath Map of surrounding area
National Curriculum links -	<u>Science - animals including humans</u> **Recall** a *variety* of animals in their habitats including micro habitats <u>Geography</u> •Use simple compass directions of North, South, East, West and describe the location of features and routes on a simple map	<u>Science – plants</u> •Describe how seeds and bulbs grow into mature plants and what can hinder this growth. <u>Geography</u> •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 English	<u>Science - living things and their habitats</u> •Use classification keys to group, identify and name a variety of living things in their local and wider environment	<u>History – Ancient Egyptians</u> • To be able to discuss and explain key achievements of the Ancient Egyptians <u>Science - living things and their habitats</u> •Use classification keys to group, identify and name a variety of living things in their local and wider environment	<u>Geography</u> • Confidently **use** 8 points of a compass, symbols and keys (including use of Ordnance survey maps)	<u>History Ancient Greece</u> • a study of Greek life and achievements and their influence on the western world <u>Geography</u> • Confidently **use** 6 figure co-ordinates Confidently **use** 8 points of a compass, symbols and keys (including use of Ordnance survey maps)