Outdoor Learning

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|  | Topic 1 |  | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| Sept - Oct | Christmas Crafts | Oct - Dec | Jan - Feb | Feb - Mar | April - May | Jun - July |
| **Container and****Recycled Greenhouse** | Maintenance and development is ongoing throughout the year.  | Reception – stick Santa Year 1 - Reindeer Faces with clay and sticksYear 2 –snowman faces decorations / African Jewellery Year 3 – tree decoration owlsYear 4 – Christmas tree decoration Year 5 – Pebble ArtYear 6 – Christmas frame and portrait | Maintenance and development are ongoing throughout the year.  |
| **Outdoor Learning Area Fence** | Priority Fence for Outdoor Learning area | Priority Fence for Outdoor Learning area | Priority Fence for Outdoor Learning area | Priority Fence for Outdoor Learning area | Priority Fence for Outdoor Learning area | Priority Fence for Outdoor Learning area |
| **Wildlife Garden** | Wildlife garden maintenance and development is ongoing throughout the year.  | Wild life garden maintenance and development is ongoing throughout the year. |
| **Composting** | Composting – leaves, food waste, garden waste and paper. New composting systems and routines to be set up. Working alongside the eco cops. |  |
| **Bee and Butterfly Garden** | Bee and Butterfly Garden – maintenance and development thought-out the year.  | Bee and Butterfly Garden – maintenance and development thought-out the year. Community gardening team.  |
| **Reflective Garden** | Reflective Garden Project – to create Dens within the exiting planting of the Reflective Garden.  |  |  | Reflective Garden Project – to create Dens within the exiting planting of the Reflective Garden. |
| **Large EYFS Planter** | EYFS staff to utilise as appropriate – growing and looking after plants and vegetables | EYFS staff to utilise as appropriate – growing and looking after plants and vegetables |
| **Woodland Trip** | Image result for woodland treeYear 6 |  | Image result for woodland treeYear 4 | Image result for woodland treeYear 3 | Image result for woodland treeYear 2 | Year 2Image result for woodland tree \ Year 1  | Image result for woodland treeYear 5 |

Project Work, Ongoing Maintenance, Building Key Skills and Woodland Trips

Outdoor Learning EYFS

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| **Year group****Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| **EYFS** **EYFS Expressive Arts****Supporting Wellbeing through Physical** **Activity** **Sustainability** **Link** | Outdoor Learning:Provision throughout the curriculum is mirrored indoor and outdoor. Opportunities for counting, number recognition, reading and writing are made available outside. Sand and water will always be available as well as gross motor activities including bikes and soft play. Activities such as role play, creative equipment will be led by the pupils own interests.  |
| * How to play and follow rules and instructions
* Safety and using tools
* Sorting natural materials
* Cones
* Conkers
* Leaves
* Shapes found in the environment
* Sorting sticks and stones
* Nature art
* Leaf printing
* Bark rubbing
* Shapes to make woodland creatures
 | * How to play and follow rules and instructions
* Make calendar by using rubbings
* Ordering and sorting natural materials
* Developing number work
* Sounds in the environment
* Phonics and initial sounds
* Rangoli Patterns
 | * How to play and follow rules and instructions
* Making boats from recycled materials
* Investigation different natural materials and their properties
* Ordering and sorting natural materials by size
 | * How to play and follow rules and instructions
* Animal sounds
* Sorting, matching and ordering
* Being nature detectives – can we identify the season?
* Looking for tadpoles and wildlife
* Looking for evidence of spring flowers
 | * How to play and follow rules and instructions
* Telling stories in different outdoor environments independently or as a class
* Keeping safe and using tools for planting and growing
* Scattering wildlife seeds
* Introduction to knots
 | * How to play and follow rules and instructions
* Telling stories in different outdoor environments independently or as a class
* Caring for (watering and feeding) our plants and outdoor areas
* Introduction to knots
 |
|  | **Seasonal Changes** to be discussed / questioned / talked about with pupils regularly during outdoor and forest school sessions. What is the Weather like today? Which season is it? How can we be prepared for weather like this? How does this weather make us feel?Physical Health and Well -Being Link - Physical Health and FitnessThe characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity). |

Outdoor Learning Curriculum Overview - Key Stage One

**Artist**

**Artist**

**Artist**

Picasso

Warhol

**Artist**

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| **Year group****Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| Picasso Warhol**Artist****Year 1****Supporting Wellbeing through Physical** **Activity** **Sustainability** **Link****Art and DT Link** | Outdoor Learning: Investing the local area and identifying old and new features of our community. Transition work considering pupil have only just left reception providing indoor / outdoor provsion for those pupils on Ealry Learning Goals. * Art attack portraits
* Investigate our school’s outdoor environment
* Healthy eating – what comes from the earth?
* Which foods are processed?
 | Outdoor Learning:Link physical exercise with science – pushes and pulls eg. Pupils using bikes, speeding up, slowing down, changing directions pushing and pulling. Use soft play area.* Using tools
* Introduction to knots
* Direction games.
 | Outdoor Learning :Identify different styles of buildings in the local area, homes, offices, shops, industrial estates etc. Visit community garden – how can we improve the garden?* Building dens and structures using natural materials
* Sustainability linked with improvement of our environment.
 | Outdoor learning: opportunities will be utilised if appropriate to the learning. Also see collapsed week planning.* Superhero games
* Trash monster recycling – thinking game
* Superhero assault course with natural materials.
 | Outdoor Learning:Grow plants and flowers in the bee and butterfly garden / classroom garden links to science.* Outdoor camping experiences with fire pit.
* Growing peppers from seeds
* Outdoor musical instruments – wind chimes using natural materials
* Following routes on maps of the local area and parks.
* Orienteering

**WOODLAND** **TRIP** | Outdoor Learning:Fieldwork, observations and recording information at the seaside. Evidence of animals and their habitats. * Pond life and pond habitat – compare and contrast between sea life and pond life.
* Looking after our environment making decisions of what is right and wrong.-pollutions, litter etc.
 |
| **Seasonal changes** to be discussed / questioned / talked about with pupils regularly during outdoor and forest school sessions. What is the Weather like today? Which season is it? How can we be prepared for weather like this? How does this weather make us feel?Physical Health and Well -Being Link - Physical Health and FitnessThe characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity). |

Outdoor Learning Curriculum Overview - Key Stage One

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| --- | --- | --- | --- | --- | --- | --- |
| **Year group****Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| **Year 2****Supporting Wellbeing through Physical** **Activity** **Sustainability** **Link****Art and DT Link** | Outdoor Learning: Simple orienteering activity – to promote directional language and position during visit to Saltwell Park and use of the maze. * Instructional and direction games moving with peers
 | Outdoor Learning: Orienteering activity – to promote directional language and position building upon the skills from previous topic. * Using materials and tools
* Comparisons between natural materials and their properties.
* Recording information in a chart
* Composting
 | Outdoor Learning: Outdoor representation of the GFL. Demonstrate how fire travels and is blocked. * Fire pit rules and safety
* Cooking food
* Hygiene for outdoor cooking
 | Outdoor Learning: To observe weather and seasonal changes. * Cooking on the fire pit
* Healthy eating and balanced diet
* Food sources -where does food come from? How is it prepared and how is it eaten?
* Poachers game
* focusing upon minibeast hunt and stream habitat
 | Outdoor Learning: Visit the Wildlife garden and investigate habitats and food chains. Pond, mini-beast hotel, bog area etc. visit off site habitats to compare. **WOODLAND** **TRIP*** Compare finding from the woodland trip to mini beasts and habitats we have in our school grounds.
 | Outdoor Learning: Field work- identify plants and trees in the local community. * Food sources from other parts of the world timeline
* Building bridges with natural materials
* Evaluating structures for their effectiveness
 |
| **Seasonal Changes** to be discussed / questioned / talked about with pupils regularly during outdoor and forest school sessions. What is the Weather like today? Which season is it? How can we be prepared for weather like this? How does this weather make us feel?Physical Health and Well -Being Link - Physical Health and FitnessThe characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity). |

Outdoor Learning Curriculum Overview - Lower Key Stage Two

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| **Year group****Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| **Year 3** **Supporting Wellbeing through Physical** **Activity** **Sustainability** **Link****Art and DT Link** | Outdoor Learning: Visit our local world heritage site – Dunston Staiths and Derwent Walk to identify old railway lines. Encourage hedgehogs to make their home in our wildlife garden or school grounds. Safety in the garden and school grounds links with PSHE* Make a hedgehog home
* Harvest seeds from flowers
 | Outdoor Learning: Collection of rocks and soils from in and around the school grounds. Classify the types of rocks we find. * Making charcoal
* Charcoal drawings
* Cooking on the fire pit
* Investigating man-made and natural materials in the school grounds
* Different types of rocks
* Erosions
 | Outdoor Learning: Food pyramid – sorting foods in to groups and categories**WOODLAND** **TRIP** | Outdoor Learning: Outdoor learning opportunities will be utilised if appropriate to the learning. Also see collapsed week planning. * Making ancient Greek weapon and shields
* Using tools
 | Outdoor Learning: River Wear walk in Durham. Photograph landmarks in Durham and Dunston. Investigate shadows at different times throughout the day. * Making ancient Greek weapon and shields
* Using tools
 | Outdoor Learning: Use outdoor / natural materials to build a class Iron Man. Testing thermal insulators outside. * Collecting natural materials
* Planning,, building and evaluating a version of the Iron Man with natural materials
* Team work
 |
| Physical Health and Well -Being Link - Physical Health and FitnessThe characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity). |

Outdoor Learning Curriculum Overview - Lower Key Stage Two

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| **Year group****Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| **Year 4****Supporting Wellbeing through Physical** **Activity** **Sustainability** **Link****Art and DT Link** | Outdoor Learning: Role plays using the outdoor stage for PSHE and RE. Outdoor learning opportunities will be utilised if appropriate to the learning. Also see collapsed week planning.* Mosaics with natural materials or recyclable materials
* Sustainability
* Empathy for our environment
* Weaving with natural materials
 | Outdoor Learning: Using outdoor areas to promote friendship – why is it important? How does it help us spend time with friends? Using the reflective garden. Team building / problem solving activities. **British Values Link** Mutual Respect * Composting
* Night line activity
* Teamwork and friendship
* Designing, building and evaluating dens in the reflective garden

**WOODLAND** **TRIP**  | Outdoor Learning: Early spring planting in the Wildlife garden or Bee and butterfly beds. Conditions for growing – what are condiditons like after natural disasters. * Water cycle
* water butts
* water conservation
* Sustainability with links to climate change and natural disasters.
* Rain / storm sounds using body parts – links to music
 | Outdoor Learning: Outdoor teambuilding and problem solving activities. Building upon the skills from previous topics. **British Values Link** Mutual Respect * Team building games
 | Outdoor Learning: Use the outdoor environment as the setting for making a movie – links with Computing.* Making fencing to keep animals safe
* Grouping and sorting living things.
 | Outdoor Learning: Outdoor learning opportunities will be utilised if appropriate to the learning. Also see collapsed week planning.* Debate GM crops and use of technology within farming and woodlands and forests.
* Outdoor scrabble
 |
| Physical Health and Well -Being Link - Physical Health and FitnessThe characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity). |

Outdoor Learning Curriculum Overview - Upper Key Stage Two

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| **Year group****Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| **Year 5****Supporting Wellbeing through Physical** **Activity** **Sustainability** **Link****Art and DT Link** | Outdoor Learning: Cycling proficiency **Safeguarding** * Maps of Dunston Riverside past and present – changes over time
* Tudor portraits
* Orienteering
 | Outdoor Learning: Wellbeing walk in local outdoor spaces. (gibisde) * Water harvesting - collecting rain water around the school in water butts.
* Dream catchers –creativity
* Ice art
* Using tools
* orienteering
 | Outdoor Learning: Pupils research and investigate suitable contributions to make to our outside reading space. Record water levels each day. * Can we create a rainforest feel within our ourtdoor reading area?
* Are there any plants which would be suitable and would grow in our climate?
* How can we create layers or a mini ecosystem?
* Making rain / storm sounds with body parts – links to music
* Water collection
 | Outdoor Learning: Life Cycles – growing vegetables in the planning beds. Re-enactment of the Easter story using the outdoor stage. * Using tools and natural materials
* Making wands
* Potions
* Planting
 | Outdoor Learning: Victorian vegetable garden - use the school planting bed to learn about vegetable growth and self-sufficiency. * Visit Gibside National Trust Walled garden
* Harvest and use crops to cook in Victorian style
 | Outdoor Learning: Victorian vegetable garden - use the school to learn about vegetable growth and self-sufficiency. * Harvest and use crops to cook in Victorian style
* Stream walk

**WOODLAND** **TRIP** |
| Physical Health and Well -Being Link - Physical Health and FitnessThe characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity). |

Outdoor Learning Curriculum Overview - Upper Key Stage Two

**Sustainability**

**Link**



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| **Year group****Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| **Year 6****Supporting Wellbeing through Physical** **Activity** **Art and DT Link** | Outdoor Learning: Robin Wood outdoor activity centre or local adventure playground. Walk to Watergate park compare with our wildlife garden in school – investigate food chains and habitats. Cycling Proficiency.**Safeguarding** **WOODLAND** **TRIP*** Steam walk
* Orienteering
* Food chains
 | Outdoor Learning: Reflective garden – how can we improve and develop it to promote good well being. What would we like the garden to look like in the summer.* Den making
* Maintenance of key forest school areas
 | Outdoor Learning: Dig for Victory. Maintenance and looking after (feeding, watering) crops. * Women’s’ land army
* Addressing stereotypes
 | Outdoor Learning: Dig for Victory continued. Maintenance and looking after (feeding, watering) crops. Fieldwork - record the evacuation journey and note feelings and emotions as the evacuation takes place.Planting and looking after crops and flower beds. | Outdoor Learning: University Visit – Raising Aspirations PartnershipLocal company careers visit* Gardeners for the day – what is the role of a gardener – career in in the outdoors
* School environment and how to look after it
* Sustainability
* Making difference as a citizen of our community
 | Outdoor Learning: Outdoor learning opportunities will be utilised if appropriate to the learning. Also see collapsed week planning.Walk to watergate park and compare with Autumn term walk. * Team building
* Friendship games
* Transition games with peers (but not with best friends)
* Lavender scones.
 |
| Physical Health and Well -Being Link - Physical Health and FitnessThe characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity).Physical Health and Well -Being Link - Physical Health and FitnessThe characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.The risks associated with an inactive lifestyle (including obesity). |