

Stone Hill School

Curriculum Plan 2019/20

Outdoor Learning/Environmental Awareness - Y3

Intent:
Every pupil to experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Such experiences help them to make sense of the world around them by making links between feelings and learning. These experiences influence our values and the decisions we make. Outdoor learning is at the core of empowering an individual's understanding of the world. Pupils begin to explore their immediate environment with increased curiosity.

Term	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Throughout the year	Investigating:	<ul style="list-style-type: none"> Pupils respond to music designed to stimulate exploration. Pupils explore items for filling emptying and carrying, such as small paper bags, baskets and buckets. Pupils explore materials that help them with chores such as sweeping, pouring, digging or feeding pets. Pupils explore using sticks, rollers and moulds in dough, sand or clay. Pupils explore tackling a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets. 	Music: Stimulation activities, soundscapes. Numeracy: Counting. Science: Materials and their properties. PE: Exploring movement on different surfaces, Physical play.

Intended impact:

- Pupils can explore their immediate environment through a range of activities and resources.

Stone Hill School

Curriculum Plan 2019/20

Outdoor Learning/Environmental Awareness - Y4

Intent:
Every pupil to experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Such experiences help them to make sense of the world around them by making links between feelings and learning. These experiences influence our values and the decisions we make. Outdoor learning is at the core of empowering an individual's understanding of the world. Pupils begin to connect information sources with places that they have visited.

Term	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Throughout the year	Investigating:	<ul style="list-style-type: none"> Pupils can design practical, attractive environments, e.g., the allotment. Pupils use outdoor areas to investigate the natural world, e.g. chimes, streamers, windmills and bubbles to investigate the effects of the wind. Pupils can relate story and information books about places, such as the zoo or the beach, to places that they have visited. 	Humanities: Explore the local area. Science: Scientific investigation. Literacy: Non-fictional texts.

Intended impact:

- Pupils visit and explore other specialized environments and can recall information about them back in school.

Intent:

Every pupil to experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Such experiences help them to make sense of the world around them by making links between feelings and learning. These experiences influence our values and the decisions we make. Outdoor learning is at the core of empowering an individual's understanding of the world. Pupils use their senses to explore the environment.

Term	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Throughout the year.	Awareness and Experience: (AE1 – Take 5)	<ul style="list-style-type: none"> Pupils can experience the environment using all their senses. Pupils can explore emotional responses to the environment. Pupils are confident about being out in the natural world. Pupils can share feelings about the environment in a variety of formats. 	PSHCE: Reflective Learner, Resourceful Thinker. Science: Investigating the natural world.
	Explore and Understand: (EU8 – Mini-Beast Hunt)	<ul style="list-style-type: none"> Pupils are aware of the variety of invertebrates. Pupils understand what invertebrates require to live. Pupils can conduct a scientific survey. Pupils can use appropriate methods to present results. 	Science: Conducting scientific investigations.
	Sustain and Conserve: (SC13 – Water Consumption)	<ul style="list-style-type: none"> Pupils have explored how much water we use every day. Pupils realise that we often waste water and have discovered what we can do to reduce this. 	Science: Water. Humanities: The water-cycle.
	Create and Share: (CS19 - Mini-Beast Models)	<ul style="list-style-type: none"> Pupils can explore using their senses and gather natural materials. Pupils participate in creative decision making. Pupils can closely observe insects. Pupils can use self-expression when story telling. 	Science: Insects. Literacy: Story telling. Art: Creating from natural materials. PSHCE: Independent Enquirer, Team Worker.

Intended impact:

- Pupils are gaining in confidence to interact with the environment using all their senses.
- Pupils are beginning to understand how they impact on the environment.

Stone Hill School
Curriculum Plan 2019/20

Outdoor Learning/Environmental Awareness - Y6

Intent:
Every pupil to experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Such experiences help them to make sense of the world around them by making links between feelings and learning. These experiences influence our values and the decisions we make. Outdoor learning is at the core of empowering an individual's understanding of the world. Pupils begin to classify natural objects. Pupils aware of insects and the different roles they have in sustaining life.

Term	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Throughout the year.	Awareness and Experience: (AE2 – Scavenger Hunt)	<ul style="list-style-type: none"> Pupils can work as a team and persevere with achieving a task. Pupils can use simple classification to differentiate between natural objects. 	Science: Classification. PSHCE: Team Worker. SMSC: Social
	Explore and Understand: (EU9 - The Water Cycle)	<ul style="list-style-type: none"> Pupils understand the water cycle and its importance to life. Pupils understand the importance of water as a resource. 	Science: Water. Humanities: How we use water.
	Sustain and Conserve: (SC16 – Bee Friendly)	<ul style="list-style-type: none"> Pupils have observed and know about the requirements of bees. Pupils have created a bee friendly environmental area. 	Science: Insects.
	Create and Share: (CS20 – Insect Hotels)	<ul style="list-style-type: none"> Pupils can observe and enjoy insect activity. Pupils understand the needs and requirements of insects. Pupils have created a new habitat for insects. 	Science: Insects. Humanities: Habitats. SMSC: Social

Intended impact:

- Pupils are aware that they can impact positively on the environment and that they can enhance it for other living things.

Intent:

Every pupil to experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Such experiences help them to make sense of the world around them by making links between feelings and learning. These experiences influence our values and the decisions we make. Outdoor learning is at the core of empowering an individual's understanding of the world. Pupils becoming aware of the environment, particularly plants and the role they play in sustaining life.

Term	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Throughout the year.	Awareness and Experience: (AE3 – Plant Discovery)	<ul style="list-style-type: none"> Pupils to explore the plants in and around the school grounds. Pupils can recall some properties and features of plants. Pupils understand basic ecological concepts such as adaptation, biodiversity and abundance. 	Science: Properties and features of plants.
	Explore and Understand: (EU7 – Measuring Trees)	<ul style="list-style-type: none"> Pupils know how to measure the height of a tree. Pupils can calculate the height of a tree. Pupils can compare different ways of measuring. 	Numeracy: Measure.
	Sustain and Conserve: (SC14 - Filtering Water)	<ul style="list-style-type: none"> Pupils can construct a water filter. Pupils have discovered how impurities are carried in water. Pupils can discuss issues around having access to clean water. 	Humanities: Global awareness. Science: Impurities and filters. PSHCE: Independent Enquirer. Gatsby Benchmark 3, 4
	Create and Share: (CS24 – Environmental Music)	<ul style="list-style-type: none"> Pupils can use natural objects to create music. Pupils understand that sounds have a source can identify them. Pupils are aware that we can create sounds of our own without conventional musical instruments. Pupils have created a natural symphony using natural objects. 	Music: Using natural materials. SMSC: Social, Cultural Gatsby Benchmark 3, 4

Intended impact:

- Pupils have an aroused natural curiosity about the environment around them. They are beginning to classify and question what they experience.

Intent:

Every pupil to experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Such experiences help them to make sense of the world around them by making links between feelings and learning. These experiences influence our values and the decisions we make. Outdoor learning is at the core of empowering an individual's understanding of the world. Pupils actively explore the environment and question what they find.

Term	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Throughout the year.	Awareness and Experience: (AE4 – Classify Me)	<ul style="list-style-type: none"> Pupils can explore differences between plants. Pupils know about classification. Pupils have a raised awareness of the natural world. 	Science: Classification.
	Explore and Understand: (EU10 – Geology & building Materials)	<ul style="list-style-type: none"> Pupils understand that rocks are used for building. Pupils understand that rocks are often processed before they are used for this purpose. Pupils have a basic understanding of map reading. 	Humanities: Geology, map reading. Science: Rocks. Art: Buildings, materials and architecture. Gatsby Benchmark 3, 4
	Sustain and Conserve: (SC15 – Solar Kettle)	<ul style="list-style-type: none"> Pupils understand that we harness the sun's energy. Pupils understand the concept of renewable energy sources and reducing our impact on the environment. Pupils have built a solar kettle. Pupils understand the principles behind design and can test them. 	Science: Energy. SMSC: Moral
	Create and Share: (CS23 – Land Art)	<ul style="list-style-type: none"> Pupils have experienced their creativity and imaginations being stimulated by natural materials. Pupils have explored creative team-working. Pupils have explored the qualities of different plants and materials, e.g., colour, texture and flexibility. 	Art: Creating with natural materials. PSHCE: Team Worker. Science: Materials and properties. SMSC: Social, Cultural

Intended impact:

- Pupils have a raised awareness of the natural world and begin to explore further afield building on knowledge and skills learned in the classroom and in their local area.

Intent:

Every pupil to experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Such experiences help them to make sense of the world around them by making links between feelings and learning. These experiences influence our values and the decisions we make. Outdoor learning is at the core of empowering an individual's understanding of the world. Pupils beginning to show some understanding of the environment and can make small scale predictions.

Term	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Throughout the year.	Awareness and Experience: (AE5 – Journey Sticks)	<ul style="list-style-type: none"> Pupils can create a connection with the natural environment using a collection of mementos. Pupils can produce a physical record of a journey to enable review, reflection and storytelling. 	Literacy: Journals and diaries. Storytelling.
	Explore and Understand: (EU11 – Weather Study)	<ul style="list-style-type: none"> Pupils understand some of the variables that make up the weather. Pupils have devised methods of recording these variables. Pupils can make small scale predictions about the weather. Pupils can complete basic mapping of weather variables. 	Humanities: Weather. Gatsby Benchmark 3, 4
	Sustain and Conserve: (SC18 – Making Soil)	<ul style="list-style-type: none"> Pupils have explored what soil is and know how it is formed. Pupils understand how waste material can be made into compost. 	Science: Soil, chemistry.
	Create and Share: (CS25 – Group Poem)	<ul style="list-style-type: none"> Pupils can use the environment as an inspiration for creating group poems. 	Literacy: Poetry. SMSC: Social

Intended impact:

- Pupils able to study and understand more difficult concepts and issues relating to the environment, make predictions and new connections.

Intent:

Every pupil to experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Such experiences help them to make sense of the world around them by making links between feelings and learning. These experiences influence our values and the decisions we make. Outdoor learning is at the core of empowering an individual's understanding of the world. Pupils understand more complex environmental processes.

Term	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Throughout the year.	Awareness and Experience: (AE6 – Literature In The Environment)	<ul style="list-style-type: none"> Pupils can connect with the environment. Pupils experience the impact of reading a piece of literature in an appropriate setting increase in intensity and meaning. 	Literacy: Storytelling.
	Explore and Understand: (EU12 - Weathering In A Graveyard)	<ul style="list-style-type: none"> Pupils understand the concept of weathering. Pupils understand that the effects of weathering are cumulative over time. 	Humanities: Weathering. Numeracy: Time.
	Sustain and Conserve: (SC17 – Growing Food And Plants)	<ul style="list-style-type: none"> Pupils know about the growth of food plants from planting the seeds through to harvesting. Pupils can work as a team and share the responsibility for caring for other living organisms. Pupils have a sense of achievement from producing food. Pupils can keep a diary or scrapbook of the process. 	Science: Life cycle of plants. Humanities: Where our food comes from. Literacy: Diaries. Numeracy: Time. SMSC: Social Gatsby Benchmark 3, 4
	Create and Share: (CS21 – Fire Making)	<ul style="list-style-type: none"> Pupils can build a fire. Pupils understand the science of fire. Pupils understand and manage the risks involved. 	PSHCE: Effective participator Self-Manager Science: Energy sources Gatsby Benchmark 3, 4

Intended impact:

- Pupils understand how important looking after the environment is to sustain life.

Intent:

Every pupil to experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Such experiences help them to make sense of the world around them by making links between feelings and learning. These experiences influence our values and the decisions we make. Outdoor learning is at the core of empowering an individual's understanding of the world. Pupils can find information to inform decision making in many areas of their lives. Pupils have a sound knowledge and understanding of the environment, both locally and beyond.

Term	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Throughout the year.	Awareness and Experience:	<ul style="list-style-type: none"> Pupils can make informed choices about places they would like to visit. 	Humanities: Awareness of local area. Literacy: Reading, retrieving information.
	Explore and Understand:	<ul style="list-style-type: none"> Pupils know how to access information about different places and regions in the UK. 	Humanities: Maps. Literacy: Reading. Numeracy: Timetables.
	Sustain and Conserve:	<ul style="list-style-type: none"> Pupils can plan and maintain an area on the allotment for a whole year. 	Science: Growth cycles of plants. Literacy: Reading. Numeracy: Time, calculation. SMSC: Social. Gatsby Benchmark 3, 4
	Create and Share:	<ul style="list-style-type: none"> Pupils can plan a residential visit, researching possible venues, activities and equipment and presenting their proposal. 	Literacy: Reading. ICT: Retrieving information. PSHCE: Independent Enquirer, Self-Manager, Resourceful Thinker Humanities: Maps, locations. SMSC: Social

Intended impact:

- Pupils to have a knowledge of the diversity of environments across the country and know how to attain further information in order to access them.