

Subject Link Key:

Science
PSHCE
Technology
Food Technology
Music
Physical Education
Humanities
Computing
Art

Stone Hill School

Lower School Curriculum Plan 2020/21: Outdoor Learning Environmental Learning 2020/21

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 individuals' understanding of the world. Pupils to experience play parks in their local area.

**Learning Outcomes
Knowledge and Skills
To know, to use, to apply...**

Links to:

Literacy, Numeracy, SMSC,
Gatsby Benchmarks

Investigating:

- 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.

Computing: (Lego Builders)

- To understand the importance of following instructions.

PSHCE: (The Community, Living in the Wider World)

- To research the importance of recycling.
- To understand the effects of global warming.
- Weather.
- To investigate the effects of plastic pollution.

Science: (Seasonal Changes)

- Name the seasons.
- Begin to describe weather associated with some of the seasons.
- Begin to know that day length varies with different seasons.
- Begin to suggest the type of weather in each season.

Science: (Plants)

- Identify and name a variety of common garden plants.
- Begin to describe the basic structure of a variety of common flowering plants.
- Name some parts of a plant.
- Name some parts of a tree.

Science: (Animals including humans – Animal focus)

- Identify a variety of common animals.
- Name a variety of common animals
- Begin to describe the structure of a variety of common animals (including pets).

Humanities:

Explore the local area.

Science:

Scientific investigation.

Literacy:

Comprehend
Infer information

<ul style="list-style-type: none"> • Begin to name some animals by what they eat (carnivore, herbivore and omnivore). <p>Food Technology: (Importance of drinking water)</p> <ul style="list-style-type: none"> • To begin to understand where water is sourced. • To begin to learn what foods naturally contain water. <p>Art: (Collage)</p> <ul style="list-style-type: none"> • Cutting/ tearing, gluing paper shapes. • Tracing/cutting shapes. • Fold, crumple, tear and overlap papers 	
<p>Intended impact:</p> <ul style="list-style-type: none"> • Pupils visit and explore other specialized environments and can recall information about them back in school. 	

Stone Hill School	
Lower School Curriculum Plan 2020/21: Outdoor Learning Adventurous Activities 2020/21	
Y4	
<p>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 individuals' understanding of the world. Pupils to experience play parks in their local area.</p>	
Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
<p>Exploring:</p> <ul style="list-style-type: none"> • Pupils explore large portable equipment cooperatively to create their own structures. • Pupils can move in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. • Pupils practise manipulation skills, e.g. cooking, painting, clay and playing instruments. • Pupils practise movement skills through games with beanbags, cones, balls and hoops. <p>Science: (Awe and Wonder Science Activities)</p> <ul style="list-style-type: none"> • Begin to use their observations and ideas to begin to suggest answers to questions. • Start asking simple questions. • Observing closely • Using simple equipment with support. • Performing simple tests with support. • Identify and classify simple things. • Begin to suggest what has been found out (simply). <p>Technology:</p> <ul style="list-style-type: none"> • Assessing risk / hazard spotting <p>Food Technology: (Recognising equipment)</p> <ul style="list-style-type: none"> • To correctly identify at least 1 piece of equipment • To understand the importance of using equipment safety <p>Food Technology: (Washing up and putting away)</p> <ul style="list-style-type: none"> • To begin to take responsibility for the equipment you use. • To follow one-step instructions. <p>Food Technology: (Summertime cooking)</p> <ul style="list-style-type: none"> • To recognise and name at least 2 pieces of fruit and vegetables • To recognise some food used for BBQ's and Packed lunches. <p>Physical Education: (Hand-eye Coordination)</p> <ul style="list-style-type: none"> • To be able to listen to follow a set of simple instructions for a set activity. • To show a range of techniques with intention and direction with large / small balls. <p>Enterprise:</p>	<p>Technology: Structures.</p> <p>Food Tech: Manipulating food and utensils.</p> <p>PE: Movement.</p> <p>Art: Material manipulation.</p> <p>SMSC: Socialise with other pupils. Cooperate with others. Visit other communities. Demonstrate mutual respect.</p>

<ul style="list-style-type: none"> • Problem Solving • Communication • Teamwork • Resilience 	
<p>Trips & Visits:</p> <ul style="list-style-type: none"> • Children explore play parks in the local area. <p>Humanities: (Explore differences and similarities between communities)</p> <ul style="list-style-type: none"> • Explore their community and the people that live in it. 	<p>Humanities: Awareness of their locality.</p> <p>Learning Behaviours: Team worker.</p>
<p>Intended impact:</p> <ul style="list-style-type: none"> • Pupils can demonstrate an emerging awareness of the wider area around school. • Pupils can play cooperatively for short periods of time. 	

