

**Subject Link Key:**

Science
PSHCE
Technology
Food Technology
Music
Physical Education
Humanities
Computing
Art



**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	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to:  Literacy, Numeracy, SMSC,  Gatsby Benchmarks
<b>Throughout the Year</b> (Many of the themes to be re-visited for pupils to experience the changing seasons and environment)		<b>Awareness and Experience:</b> (AE4 – Classify Me) <i>Classification, sample, similarities, differences, species, identify, research, dichotomous, habitat, diversity, adaptation, comparison, category.</i> <b>Science:</b> <b>Autumn / Summer Term</b> (Living Things and Their Habitats)  <b>Autumn Term</b> (Plants)	<ul style="list-style-type: none"> <li>Pupils can explore differences between plants.</li> <li>Pupils know about classification.</li> <li>Pupils have a raised awareness of the natural world.</li> <li>Identify and name a variety of plants in their habitats, including microhabitats</li> <li>Identify and name a variety of animals in their habitats, including microhabitats.</li> <li>Describe how animals obtain their food from plants and other animals.</li> <li>Find out how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>Describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<b>Science:</b> Classification.
		<b>Explore and Understand:</b> (EU10 – Geology & building Materials) <i>Location, raw materials, unprocessed, processed, non-organic, compare, geology, region, weathering.</i>	<ul style="list-style-type: none"> <li>Pupils understand that rocks are used for building.</li> <li>Pupils understand that rocks are often processed before they are used for this purpose.</li> <li>Pupils have a basic understanding of map reading.</li> </ul>	<b>Humanities:</b> Geology, map reading. <b>Science:</b> Rocks. <b>Art:</b> Buildings, materials and architecture. <b>Gatsby Benchmark 3, 4</b>
		<b>Sustain and Conserve:</b> (SC15 – Solar Kettle) <i>Solar energy, thermometer, temperature, availability, combination, constraints, harnessing, renewable energy sources, low impact, centigrade.</i>  <b>Humanities:</b> <b>Summer Term</b> (Describe and understand key aspects of renewable and non-renewable energy) <b>PSHCE:</b> <b>Summer Term</b> (Living in A Wider World)	<ul style="list-style-type: none"> <li>Pupils understand that we harness the sun's energy.</li> <li>Pupils understand the concept of renewable energy sources and reducing our impact on the environment.</li> <li>Pupils have built a solar kettle.</li> <li>Pupils understand the principles behind design and can test them.</li> <li>Explore different types of non-renewable and renewable energy. Discuss changes in energy and importance of climate.</li> <li>To know what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</li> </ul>	<b>Science:</b> Energy. <b>SMSC:</b> Understand consequences.

	<p><b>Food Technology:</b> <b>Autumn Term</b> (Recycling and Waste)</p>	<ul style="list-style-type: none"> <li>To use and understand the term 'recycle'.</li> <li>To begin to explore the harmful effects waste can have on the planet.</li> </ul>	
	<p><b>Create and Share:</b> (CS23 – Land Art) <i>Stimulation, creativity, natural, qualities, properties, materials, ecology.</i></p> <p><b>Technology:</b> (Health &amp; Safety)</p>	<ul style="list-style-type: none"> <li>Pupils have experienced their creativity and imaginations being stimulated by natural materials.</li> <li>Pupils have explored creative team-working.</li> <li>Pupils have explored the qualities of different plants and materials, e.g. Colour, texture and flexibility.</li> <li>Use a range of hand tools safely</li> </ul>	<p><b>Art:</b> Creating with natural materials.</p> <p><b>Learning Behaviours:</b> Team Worker.</p> <p><b>Science:</b> Materials and properties.</p> <p><b>SMSC:</b> Cooperate with others Participate positively in art.</p>

**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. They are beginning to question their experiences. Pupils are aware that plants grow in different habitats and therefore have preferential conditions to grow and thrive.



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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 have the knowledge and understanding to keep themselves safe when engaging in adventurous activities.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to:  Literacy, Numeracy, SMSC,  Gatsby Benchmarks
<b>Throughout the Year</b> (Many of the themes to be re-visited for pupils to experience the changing seasons and environment)		<b>Bouldering / Climbing (Inside)</b> <i>Belay device, screw gate karabiner, 'live' rope, 'dead' rope, sequence, pre-climbing checks, communication, force, lowering off, slack.</i>	<ul style="list-style-type: none"> <li>Pupils know, understand and can follow the rules to keep themselves safe.</li> <li>Pupils can identify and fit own personal protection equipment (PPE). I.e. Harness and helmet.</li> <li>Pupils can belay with adult support and supervision.</li> <li>Pupils can 'spot' each other safely when bouldering.</li> </ul>	<b>Literacy:</b> Ask questions Answer questions Take part in discussion <b>Learning Behaviours:</b> Self-Manager. <b>PE:</b> Climbing and bouldering. <b>SMSC:</b> Cooperate with others.
		<b>Team Building:</b> <i>Concise, logical, precise, mutual respect, adjustment, applied, classify, cooperation, contribute, interact, participate, social, task.</i> <b>Science:</b> (Working Scientifically)  <b>PSHCE:</b> Autumn Term (Relationships)  <b>Physical Education:</b> Autumn Term (Team Building)  <b>Enterprise:</b>	<ul style="list-style-type: none"> <li>Pupils can give clear and concise instructions</li> <li>Pupils can follow instructions and accept support from a partner (verbal / physical)</li> <li>Pupils can recognise when your partner needs support</li> <li>Asking simple questions and recognising that they can be answered in different ways.</li> <li>Observing closely, using simple equipment.</li> <li>performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions.</li> <li>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</li> <li>To offer constructive support and feedback to others.</li> <li>To be able to play in a small 2 vs 2 game situation. Supporting team players and giving positive comments.</li> <li>To give some peer and self-feedback with positive and possible areas of improvements about performance levels.</li> <li>To show teamwork skills and techniques when working within a set group activity</li> <li>Problem Solving</li> <li>Communication</li> <li>Teamwork</li> <li>Resilience</li> <li>Confidence</li> <li>Initiative</li> </ul>	<b>Literacy:</b> Listen to an opinion Comprehend Present information and opinions <b>Learning Behaviours:</b> Team Worker. <b>SMSC:</b> Cooperate with others.

		<ul style="list-style-type: none"> <li>• Organisation</li> <li>• Creativity</li> </ul>	
	<p><b>Exploring:</b> <i>Features, Magnetic North, representation, locality.</i></p> <p><b>Physical Education:</b> <b>Autumn Term</b> <b>(Orienteering)</b></p>	<ul style="list-style-type: none"> <li>• Pupils can read and use a map to complete on site orienteering courses.</li> <li>• Pupils can orientate a map using a compass.</li> <li>• Pupils can interpret a map of the local area, beginning to recognise features.</li> <li>• Pupils can use a map to follow a route in the immediate locality.</li> <li>• To correctly use map skills for a familiar setting e.g. school.</li> <li>• To recognise and use the 8 components on a compass.</li> <li>• To be able to follow directional movement instructions</li> </ul>	<p><b>Humanities:</b> Maps. <b>SMSC:</b> Enjoy learning about the world around them. <b>PE:</b> Orienteering.</p>
	<p><b>Exploring Settlements:</b> (Towns) <i>Facilities, topography, scale, amenities.</i></p>	<ul style="list-style-type: none"> <li>• Pupils can identify the topography of a town.</li> <li>• Pupils can identify nearby towns on a map.</li> <li>• Pupils have explored nearby towns. (Doncaster, Rotherham)</li> </ul>	<p><b>Humanities:</b> Maps.</p>
	<p><b>Cycling:</b> <i>Puncture, inner tube, tyre lever, repair, patch, wheel, control.</i></p>	<ul style="list-style-type: none"> <li>• Pupils know how to check their bikes before a ride.</li> </ul>	<p><b>PE:</b> Cycling.</p>
	<p><b>Canoeing / Kayaking:</b> <i>Throwline, flat water, lake, blade, shaft, cockpit, foot rest, floatation, bow, stern.</i></p>	<ul style="list-style-type: none"> <li>• Pupils know, understand and can follow the rules to keep themselves safe.</li> <li>• Pupils can identify and fit own personal protection equipment (PPE). I.e. Buoyancy aid and helmet.</li> <li>• Pupils can exit the boat in the event of a capsize and follow instructions from an adult to get safely back into the boat.</li> </ul>	<p><b>Literacy:</b> Comprehend <b>Learning Behaviours:</b> Effective Participator, Self-Manager, Reflective Learner.</p>
	<p><b>Journeying:</b> (J3 Campcraft – Equipment For A Journey Off Site) (J3 Campcraft – Planning A Journey Off Site) (J6 – Campcraft – Cooking: Use Of A Stove) <b>Residential Visits:</b> <i>Waypoints, route card, coordinates, grid reference, Trangia, methylated spirits, gel fuel, assemble, ignite.</i> <b>Food Technology:</b> <b>Summer Term</b> <b>(Cooking Outside)</b></p>	<ul style="list-style-type: none"> <li>• Pupils can choose the correct equipment for an off-site visit.</li> <li>• Pupils can plan a route for a day walk in the local area.</li> <li>• Pupils know and can follow the safety rules around cooking on a Trangia stove.</li> <li>• Pupils can sleep away from home for 2 nights.</li> <li>• Pupils know and can follow the safety rules around cooking on a Trangia stove.</li> <li>• To recognise and use outdoor cooking equipment.</li> <li>• To follow simple cooking instructions for outdoors.</li> <li>• To name common food used for outdoor cooking.</li> </ul>	<p><b>Learning Behaviours:</b> Self-Manager, Reflective Learner, Effective Participator. <b>Humanities:</b> Maps. <b>Food Tech:</b> Cooking outside. <b>Gatsby Benchmark 3, 4</b> <b>Learning Behaviours:</b> Self-Manager, Effective Participator. <b>Food Tech:</b> Cooking outside. <b>SMSC:</b> Cooperate with others. Socialise with other pupils and other people. <b>Gatsby Benchmark 3, 4</b></p>

**Intended impact:**

- Pupils are aware of specific safety rules around each activity and can follow them independently.
- Pupils recognise safety equipment needed to participate in each activity and can fit it themselves.

