

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

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 individuals' understanding of the world. Pupils begin to explore their immediate environment with increased curiosity.

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

Links to:

Literacy, Numeracy, SMSC,
Gatsby Benchmarks

Investigating:

- 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.

Humanities: (Interest in own environment)

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world

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

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

Science: (Understanding the World of Science and Investigation)

- Beginning to talk about things they have observed such as plants, animals, natural and found objects.
- Developing an understanding of growth and changes over time.
- Makes comments about aspects of their familiar world such as a place where they live or in the natural world.
- Begins to ask questions about aspects of their familiar world such as a place where they live or in the natural world.
- Shows care and concern for living things and the environment.

Science: (Seasonal Changes)

- Name the seasons.
- Begin to describe weather associated with some of the seasons.
- Recall some of the seasons.
- Begin to notice some seasonal changes in the world around them.

Technology:

- I can name which tools I am using.
- I can use hand tools and materials with help.

Music:

Stimulation activities, soundscapes.

Mathematics:

Count forwards and backwards
Working systematically
Visualisation
Logical reasoning
Trial and improvement
Pattern spotting
Making connections and comparisons

Science:

Materials and their properties.

PE:

Exploring movement on different surfaces,
Physical play.

Food Technology (Basic recognition of ingredients)

- To recognise at least 5 fruits and vegetables.

Food Technology: (Mix, stir and chop)

- To begin to know the skills needed to mix, stir and chop ingredients.
- To begin to recognise the correct equipment needed to mix, stir or chop.

Art: (Collage)

- Cutting/ tearing, gluing paper shapes.
- Tracing/cutting shapes.
- Fold, crumple, tear and overlap papers

Intended impact:

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



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 Pupils to be encouraged to explore through play.

Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
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Exploring:

- Pupils explore a range of toys and soft play materials through crawling, tumbling, rolling and climbing.
- Pupils explore a range of wheeled toys and buggies indoors and outdoors, such as trundle bikes, buggies for dolls and push carts.
- Pupils to explore large play equipment and play parks.
- Pupils are beginning to understand some of the rules that make places safe.

Science: (Materials)

- Be aware of a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Knows what to do with some everyday objects e.g. that a sponge can be squeezed, ball can be bounced.

Physical Education: (Circle Games / Small Equipment / Team Games)

- To be able to listen to and follow a set of instructions.
- To show some understanding of how to participate and co-operate in a safe manner.
- To be able to participate in a range of physical activities with some communication.
- Running skilfully and negotiating with space successfully.
- To understand that equipment always has to be used in a safe manner.
- To identify and name a range of equipment.
- To handle equipment effectively and in a safe manner.
- Using a range of small equipment to show some control over an object in pushing, patting, throwing, catching or kicking it.
- To work together as part of a team in a range of games.

Enterprise

- Problem Solving
- Communication
- Teamwork
- Resilience

Learning Behaviours:
 Effective participator.

Humanities:
 Places.

PE:
 Physical play.

SMSC:
 Socialise with other pupils.
 Cooperate with others.
 Visit other communities.

Trips & Visits:

- Pupils to explore real and role play situations to create pathways, e.g. road layouts or going on a picnic.

Computing: (Technology outside of school)

- To walk around the local community and find examples of where technology is used. To record examples of technology outside school.

Humanities:
 The world around us.

Literacy:
 Role play.

SMSC:
 Socialise with other pupils.
 Cooperate with others.
 Visit other communities.

Intended impact:

- Pupils are active in exploring the school environment.
- Pupils begin to transfer skills and knowledge to local play parks and play equipment.
- Pupils will follow simple rules to keep them safe with periodic reminders.