

Subject Link Key:

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| 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

Y5

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 use their senses to explore the environment.

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

Links to:

Literacy, Numeracy, SMSC,

Gatsby Benchmarks

Awareness & Experience: (AE1 – Take 5)

- 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.

Humanities: (Explore the UK)

- Knowledge of one of the following: hill, mountain, coast and river within the UK.

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.
- Describe weather associated with some of the seasons.
- Begin to suggest the type of weather in each season.
- Have an understanding that day length varies with different seasons.

Food Technology: (Where food is sourced)

- To know that all food comes from a plant or an animal.
- To begin to know food can be sourced from all over the world.

Food Technology: (Fruit & Vegetables)

- To identify what is a fruit and what is a vegetable
- To know where and how fruit and vegetables are grown

Food Technology: (Summer cooking)

- To know the term 'seasonal cooking'.
- To know why some foods are seasonal (growing, manufacturing, etc.)

Art: (Printing / Textiles)

- Build repeating patterns and recognise pattern in the environment

Learning Behaviours:

Reflective Learner,
Resourceful Thinker.

Science:

Investigating the natural world.

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| <ul style="list-style-type: none"> • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc • Create cords and plaits for decoration Colour • Apply colour with printing, dipping, fabric crayons • Create and use dyes i.e. onion skins, tea, coffee Texture - Create fabrics by weaving materials i.e. grass through twigs | |
| <p>Explore and Understand: (EU8 – Mini-Beast Hunt)</p> <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. <p>Science: (Plants)</p> <ul style="list-style-type: none"> • Identify and name a variety of common, wild and garden plants. • Describe the basic structure of a variety of common flowering plants. • Name the petals, stem, leaf and root of a plant. <p>Science: (Animals including humans – Animals focus)</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe the structure of a variety of common animals (including pets). • Name some animals by what they eat (carnivore, herbivore and omnivore). | <p>Science: Conducting scientific investigations.</p> |
| <p>Sustain & Conserve: (SC13 – Water Consumption)</p> <ul style="list-style-type: none"> • Pupils have explored how much water we use every day. • Pupils realise that we often wastewater and have discovered what we can do to reduce this. | <p>Science: Water.</p> <p>Humanities: The water-cycle.</p> |
| <p>Create and Share: (CS19 - Mini-Beast Models)</p> <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. <p>Science: (Awe and Wonder Science activities)</p> <ul style="list-style-type: none"> • Use their observations and ideas to begin to suggest answers to questions. • Ask simple questions. • Observing closely, using simple equipment. • Performing simple tests. • Identify and classify simple things. • Gathering and recording data. • Begin to suggest what has been found out. | <p>Science: Insects.</p> <p>Literacy: Speak coherently</p> <p>Art: Creating from natural materials.</p> <p>Learning Behaviours: Independent Enquirer, Team Worker.</p> |
| <p>Intended impact:</p> <ul style="list-style-type: none"> • 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. | |

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Exploring:

- Pupils can explore simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.
- Pupils can explore the climbing wall with interest.
- Pupils can follow basic safety rules with support.

Computing: (Creating instructions)

- To give instructions to a peer and physically follow their instructions.
- To be able to tell the order they need to do to make something happen.

Technology:

- Teamworking.
- Problem solving.
- Assessing risk / hazard spotting.
- Using basic tools e.g. scissors, brushes, screwdrivers, spanners etc...

Physical Education: (Hand-eye Coordination)

- 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.

Enterprise:

- Problem Solving
- Communication
- Teamwork
- Resilience

Learning Behaviours:

- Reflective learner.
- PE:**
• Climbing.
- Art:**
• Drawing and modelling.
- Humanities:**
• World geography, landscapes.
- SMSC:**
• Socialise with other pupils.
• Cooperate with others.
• Visit other communities.
• Demonstrate mutual respect.
• Accept the rule of law.

Journeying: (J2 Campcraft – Planning A Journey On Site)

- Pupils can plan and undertake journey on school grounds

Humanities:

Maps.

Trips & Visits:

- Pupils are aware of and can explore both the built and natural area in their locality.

Humanities:

Human geography.

Intended impact:

- Pupils understand that a journey has a beginning, an end and a purpose.
- Pupils are excited about exploring the school grounds and beyond (the unknown).