

**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**

**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 individuals' understanding of the world. Pupils begin to classify natural objects. Pupils aware of insects and the different roles they have in sustaining life.

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

**Links to:**

Literacy, Numeracy, SMSC,  
Gatsby Benchmarks

**Awareness and Experience: (AE2 – Scavenger Hunt)**

- Pupils can work as a team and persevere with achieving a task.
- Pupils can use simple classification to differentiate between natural objects.

**Computing: (Online Safety)**

- To be able to talk about the differences between the internet and things in the physical world.

**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 Change)**

- Name the seasons.
- Describe weather associated with the seasons.
- Describe how day length varies with different seasons.
- Suggest the type of weather in each season.

**Art: (Printing / Textiles)**

- Build repeating patterns and recognise pattern in the environment
- 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

**Science:**

Classification.

**Learning Behaviours:**

Team Worker.

**SMSC:**

Socialise with other pupils and other people.  
Mix with pupils or other people from different ethnic backgrounds.  
Visit other communities.

**Explore and Understand: (EU9 - The Water Cycle)**

- Pupils understand the water cycle and its importance to life.
- Pupils understand the importance of water as a resource.

**Science:**

Water.

**Humanities:**

<p><b>Sustain and Conserve:</b> (SC16 – Bee Friendly)</p> <ul style="list-style-type: none"> <li>• Pupils have observed and know about the requirements of bees.</li> <li>• Pupils have created a bee friendly environmental area.</li> </ul> <p><b>Science:</b> (Plants)</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• Describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• Name the petals, stem, leaf and root of a plant.</li> <li>• Name the roots, trunk, branches and leaves of a tree.</li> </ul>	<p>How we use water.</p> <p><b>Science:</b> Insects.</p>
<p><b>Create and Share:</b> (CS20 – Insect Hotels)</p> <ul style="list-style-type: none"> <li>• Pupils can observe and enjoy insect activity.</li> <li>• Pupils understand the needs and requirements of insects.</li> <li>• Pupils have created a new habitat for insects.</li> </ul> <p><b>Science:</b> (Animals including humans- Animals focus)</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>• Describe the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>• Name animals by what they eat (carnivore, herbivore and omnivore).</li> </ul>	<p><b>Science:</b> Insects.</p> <p><b>Humanities:</b> Habitats.</p> <p><b>SMSC:</b> Socialise with other pupils. Cooperate with others.</p>
<p><b>Intended impact:</b></p> <ul style="list-style-type: none"> <li>• Pupils are aware that they can impact positively on the environment and that they can enhance it for other living things.</li> </ul>	



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**Learning Outcomes  
Knowledge and Skills  
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**Exploring:**

- Pupils can work cooperatively to solve group / paired challenges.
- Pupils can listen to and evaluate all ideas and suggestions.
- Pupils can contribute to the group discussion by speaking clearly and offer constructive suggestions.
- Pupils have experienced paddling a canoe / kayak.

**Science:** (Awe and Wonder Science activities)

- Using their observations and ideas to suggest answers to questions.
- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identify and classify things.
- Gathering and recording data to help in answering questions.
- Suggest what has been found out.

**Science:** (Working Scientifically)

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

**Technology:**

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

**Food Technology:** (Health and Safety in the Food Tec room)

- To identify and follow at least 5 basic rules.
- To be able to answer 'why' these rules are put in place

**Food Technology:** (Preparation method: Boiling)

- To recognise the term 'preparation'.
- To understand the term 'boiling'.

**Physical Education:** (Team Building)

- To show some communicational skills when working in a pair or small group on a set activity.
- To be able to participate in paired or team games with effective cooperation.

**Enterprise:**

- Problem Solving
- Communication
- Teamwork
- Resilience

**Literacy:**

Ask questions  
Answer questions  
Take part in discussion

**Learning Behaviours:**

Independent enquirer.

**SMSC:**

Socialise with other pupils and other people.  
Visit other communities.  
Cooperate with others.  
Enjoy learning about the world around them.

<p><b>Exploring Settlements:</b> (Hamlets)</p> <ul style="list-style-type: none"> <li>• Pupils can identify the features of a hamlet.</li> <li>• Pupils can identify hamlets in the locality on an Ordnance Survey map.</li> <li>• Pupils have explored hamlets in the local area.</li> </ul> <p><b>Humanities:</b> (Explore and examine the world)</p> <ul style="list-style-type: none"> <li>• Develop skills in interpreting geographical resources, such as symbols, pictorial maps and photographs and use geographical vocabulary when communicating about people places and environments.</li> </ul>	<p><b>Humanities:</b> Maps.</p>
<p><b>Journeying:</b></p> <ul style="list-style-type: none"> <li>• Pupils can work as a team to construct a shelter.</li> </ul>	<p><b>Literacy:</b> Ask questions Answer questions Take part in discussion</p> <p><b>SMSC:</b> Socialise with other pupils and other people. Visit other communities. Cooperate with others. Enjoy learning about the world around them.</p>
<p><b>Residential Visits:</b></p> <ul style="list-style-type: none"> <li>• Pupils can sleep away from home for one night.</li> </ul> <p><b>Food Technology:</b> (Cooking on residential)</p> <ul style="list-style-type: none"> <li>• To research the type of food eaten on residential (BBQ, Packed lunches, etc.)</li> <li>• To cook and prepare food used for residential.</li> </ul>	<p><b>Learning Behaviours:</b> Self-Manager.</p> <p><b>SMSC:</b> Socialise with other pupils and other people. Visit other communities. Cooperate with others. Enjoy learning about the world around them.</p>
<p><b>Intended impact:</b></p> <ul style="list-style-type: none"> <li>• Pupils begin to work productively in small teams to complete challenges.</li> <li>• Pupils support each other on first residential visit.</li> </ul>	

