

**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 becoming aware of the environment, particularly plants and the role they play in sustaining life.

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> (AE3 – Plant Discovery) <i>Properties, biodiversity, adaptation, abundance, habitat, quadrat, ecological, investigate, observe.</i>  <b>Science:</b> <b>Autumn Term</b> (Plants)  <b>Summer Term</b> (Living Things and Their Habitats)  <b>PSHCE:</b> <b>Summer Term</b> (Living in the Wider World) <b>Food Technology:</b> <b>Autumn Term</b> (Food and the Wider World)	<ul style="list-style-type: none"> <li>Pupils to begin to look closer at plants.</li> <li>Pupils to explore the plants in and around the school grounds.</li> <li>Pupils can recall some properties and features of plants.</li> <li>Pupils understand basic ecological concepts such as adaptation, biodiversity and abundance.</li> <li>Observe how seeds and bulbs grow into mature plants</li> <li>Describe how seeds and bulbs grow into mature plants</li> <li>Identify that most living things live in habitats to which they are suited</li> <li>Describe how different habitats provide for the basic needs of different kinds of animals</li> <li>Describe how different habitats provide for the basic needs of different kinds of plants</li> <li>Describe how animals and plants depend on each other</li> <li>To know what improves and harms their local, environments.</li> <li>To identify where produce is grown</li> <li>To begin to recognise the importance of climate and the effects seasons can have on food produce.</li> </ul>	<b>Science:</b> Properties and features of plants. <b>Literacy:</b> Take part in discussion Use new vocabulary Present information
		<b>Explore and Understand:</b> (EU7 – Measuring Trees) <i>Calculate, hypotenuse, opposite, adjacent, trigonometry, clinometer, circumference.</i>	<ul style="list-style-type: none"> <li>Pupils know how to measure the height of a tree.</li> <li>Pupils can calculate the height of a tree.</li> <li>Pupils can compare different ways of measuring.</li> </ul>	<b>Mathematics:</b> Estimate length Measure length Record length Sequence events
		<b>Sustain and Conserve:</b> (SC14 - Filtering Water) <i>Opacity, conductivity, compare, observe, investigate, infiltration, conservation, consumption.</i> <b>Science:</b> <b>Spring Term</b> (Animals Including Humans)	<ul style="list-style-type: none"> <li>Pupils can construct a water filter.</li> <li>Pupils have discovered how impurities are carried in water.</li> <li>Pupils can discuss issues around having access to clean water.</li> <li>Investigate the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	<b>Humanities:</b> Global awareness. <b>Science:</b> Impurities and filters. <b>Learning Behaviours:</b> Independent Enquirer. <b>Gatsby Benchmark 3, 4</b> <b>Literacy:</b> Take part in discussion Use new vocabulary Present information

	<p><b>Create and Share:</b> (CS24 – Environmental Music) <i>Symphony, conventional, environmental, tempo, solo, investigate.</i></p> <p><b>Music:</b> Autumn Term (Stories and illustrations)</p>	<ul style="list-style-type: none"> <li>• Pupils can use natural objects to create music.</li> <li>• Pupils understand that sounds have a source can identify them.</li> <li>• Pupils are aware that we can create sounds of our own without conventional musical instruments.</li> <li>• Pupils have created a natural symphony using natural objects.</li> <li>• Composing music in a group.</li> <li>• Perform alongside peers.</li> </ul>	<p><b>Music:</b> Using natural materials.</p> <p><b>SMSC:</b> Cooperate with others. Participate positively in music.</p> <p><b>Gatsby Benchmark 3, 4</b></p>
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**Intended impact:**

- Pupils have an aroused natural curiosity of the environment around them and are beginning to classify and question what they experience. Pupils are aware of the role that plants have in sustaining life and the conditions required for them to grow.



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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 be aware of personal safety equipment required for adventurous activities and can follow instructions.

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>Harness, leg loops, gear loops, waist loop, belay loop, double back buckle, zip lock buckle, traversing, spotting, crash pad / bouldering mat, bouldering, route, holds.</i>  <b>PSHCE:</b> <b>Autumn Term</b> (Health and Wellbeing)	<ul style="list-style-type: none"> <li>Pupils aware of personal safety equipment needed to participate and can follow rules and instructions.</li> <li>Pupils can 'clip' themselves into and out of the safety system (rope).</li> <li>Pupils are beginning to 'spot' each other when bouldering.</li> <li>To understand ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</li> </ul>	<b>Literacy:</b> Ask questions Answer questions Take part in discussion <b>Learning Behaviours:</b> Self-Manager, Team Worker. <b>SMSC:</b> Cooperate with others.
		<b>Team Building:</b> <i>Communication, cooperation, leader, instruction, identify, solve, challenge, all inclusive, skill.</i>  <b>Science:</b> (Working Scientifically)  <b>Technology:</b> (Structures)  <b>PE:</b> <b>Autumn Term</b> (Team Building)  <b>Enterprise:</b>	<ul style="list-style-type: none"> <li>Pupils can explore different methods of communication (verbal / non-verbal) and decide which is most effective</li> <li>Pupils can demonstrate a willingness to trust others and accept 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>Can follow pictorial instructions</li> <li>Can work as part of a small team</li> <li>To make a positive comment on their own and other's actions. Showing self and peer – assessment.</li> <li>To be able to work in a pair and support each other with effective actions and use of some skills.</li> <li>Problem Solving</li> <li>Communication</li> <li>Teamwork</li> <li>Resilience</li> <li>Confidence</li> <li>Initiative</li> </ul>	<b>Literacy:</b> Make sounds to communicate Speak coherently Take part in discussion <b>Learning Behaviours:</b> Effective Participator. <b>SMSC:</b> Cooperate with others. Demonstrate mutual respect.

		<ul style="list-style-type: none"> <li>• Organisation</li> <li>• Creativity</li> </ul>	
	<p><b>Exploring:</b> <i>Orienteering, orientate, compass, direction, cooperation, symbols.</i></p> <p><b>Humanities:</b> <b>Spring term</b> (Name key topographical features)</p> <p><b>PE:</b> <b>Spring Term</b> (Orienteering)</p>	<ul style="list-style-type: none"> <li>• Pupils can recognise some symbols on a map.</li> <li>• Pupils can orientate a map correctly.</li> <li>• Identify hills, mountains, coasts and rivers.</li> </ul> <ul style="list-style-type: none"> <li>• Students to be able to identify the 4 main points of the compass.</li> <li>• To be able to follow directional movement instructions.</li> <li>• To be familiar with a map and apply some map reading skills e.g. school grounds.</li> <li>• To follow directional instructions using and apply the 4 main compass components.</li> </ul>	<p><b>Humanities:</b> Maps.</p> <p><b>PE:</b> Orienteering.</p>
	<p><b>Exploring Settlements:</b> (Villages) <i>Village, locality, local area, ordnance survey, symbols.</i></p>	<ul style="list-style-type: none"> <li>• Pupils can identify the features of a village.</li> <li>• Pupils can identify villages in the locality on an Ordnance Survey map.</li> <li>• Pupils have explored villages in the local area.</li> </ul>	<p><b>Humanities:</b> Maps.</p>
	<p><b>Cycling:</b> <i>Frame, forks, wheel, tyre, brakes, gears, chain, pedals, balance.</i></p>	<ul style="list-style-type: none"> <li>• Pupils aware of personal safety equipment needed to participate and can follow rules and instructions.</li> <li>• Pupils can participate in pre-ride bike checks.</li> </ul>	<p><b>Literacy:</b> Comprehend.</p> <p><b>Learning Behaviours:</b> Effective Participator.</p> <p><b>SMSC:</b> Cooperate with others.</p>
	<p><b>Canoeing / Kayaking:</b> <i>Buoyancy aid, paddle, kayak, canoe, capsize, launch, along-side, afloat, aground, bottom.</i></p>	<ul style="list-style-type: none"> <li>• Pupils aware of personal safety equipment needed to participate and can follow rules and instructions.</li> <li>• Pupils can exit the boat in the event of a capsize.</li> </ul>	<p><b>Literacy:</b> Ask questions Answer questions Take part in discussion</p> <p><b>Learning Behaviours:</b> Effective Participator.</p> <p><b>SMSC:</b> Cooperate with others.</p>

	<p><b>Journeying:</b> (J5 Campcraft – Tent Pitching)</p> <p><b>Residential Visits:</b> <i>Inner, outer, slope, pitch, guy-ropes.</i></p> <p><b>Food Technology:</b> (Cooking in the Outdoors)</p>	<p>Pupils can work as a team to erect a tent.</p> <ul style="list-style-type: none"> <li>• Pupils can sleep away from home overnight in a tent.</li> <li>• Pupils can use a sleeping bag correctly.</li> </ul> <ul style="list-style-type: none"> <li>• To recognise common foods made on residential trips.</li> <li>• To recognise some preparation methods used for food on residential trips (e.g. BBQ, packed lunches, etc.)</li> <li>• Know how to use camping equipment and recognise cooking utensils.</li> </ul>	<p><b>Learning Behaviours:</b> Team Worker, Resourceful Thinker.</p> <p><b>Literacy:</b> Ask questions Answer questions Take part in discussion</p> <p><b>SMSC:</b> Cooperate with others.</p> <p><b>Learning Behaviours:</b> Self-Manager.</p> <p><b>SMSC:</b> Cooperate with others.</p> <p><b>Gatsby Benchmark 3, 4</b></p>
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**Intended impact:**

- Pupils are beginning to be aware of specific safety rules around each activity.
- Pupils are beginning to recognise safety equipment needed to participate in each activity and may make attempts to fit it themselves.

