Diagram, logo

Description automatically generatedOutdoor Learning Plans

Year Four Autumn Term 2023

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| Lesson | Subject | Learning Objective Linked to NC | Activities | Vocabulary | Resources needed |
| 1 | DT  (Cooking) | To prepare and cook a variety of dishes using a range of cooking techniques.  To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Learning about an ancient pudding called peasants pudding.**  **Cooking stewed apples to make ‘peasants pudding’…**  3 groups of 10 children   1. Peeling and chopping apples, stewing apples on camping stove, 2. Mixing oats and sugar and melted butter. 3. Whipping cream   Layer ingredients and taste.  Talk about the flavours, where the ingredients came from and why this desert was possible a long time ago. | Apples  Chop  Stew  Oats  melt | Gas stove  Saucepan  Apples  Sugar  Oats  Butter  Plastic cups  Plastic spoons  Chopping boards  Knives  Peelers |
| 2 | DT  Science | To use tools safely.  To know that fires need oxygen to burn.  To know that oxygen needs to be reduced to make charcoal. | **Making charcoal pencils…**  Talk about what fires need to burn.  Explain how to make charcoal.  Model how to whittle sticks.  In two groups…  Whittling hazel sticks.  Learning to use flint and steels to start fires safely.  Use tins with holes in the top, put sticks in tin on fire to make charcoal ready for art project. | Oxygen  Fuel  Heat  Charcoal  Burn  Safety  Whittle  Wood  Flint and steel  Sparks | Sticks  Tin with holes  Fire pit  Watering can  Fire extinguisher/blanket  Peelers  Flint and steel  Metal tins |
| 3 | Science | To know the process of how our bodies excrete waste food.  To describe the simple functions of the basic parts of the digestive system in humans. | **Making poo to demonstrate how digestion works…**  WHAT YOU NEED: A tea-towel, a glass of water, a glass of orange juice, a banana, a bowl, some biscuits, a sealable plastic bag and one leg from a pair of tights.  STEP 1: Mix the food.  STEP 2: Churn the contents in the bag.  STEP 3: Transfer the mixture to a pair of tights.  STEP 4: Squeeze.  STEP 5: Dry out!  STEP 6: Cut a hole in the pair of tights.  STEP 7: Squeeze out through the hole.  STEP 8: The result of the digestive system. Poo. <https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zrm48mn>  Talk about which parts of the body are carrying out these processes…**What happens during digestion?**  Different things happen to food as it passes through the digestive system:   * Food is broken down **mechanically** and **chemically** in the mouth. * The smaller molecules of food pass into the **stomach** and **small intestine**, where they continue to be broken down. * Digested food is **absorbed** into the bloodstream in the small intestine. * Excess water is absorbed back into the body in the **large intestine**. * Any **undigested food** passes out of the anus as **faeces (poo)** when we go to the toilet. | Mouth  Stomach  Small intestine  Absorbed  Large intestine  Anus  Faeces  Poo | A tea-towel, a glass of water, a glass of orange juice, a banana, a bowl, some biscuits, a sealable plastic bag and one leg from a pair of tights |
| 4 | Art | To develop a wide range of art and design techniques in using patterns and textures. | **Explore printing with natural objects into clay/cinnamon salt dough.**  Roll and press objects into the clay/dough to see what patterns they create. E.g. Acorns, pine cones, leaves, berries, teasels, conkers, bark etc. | Print, shape, pattern, design, acorns, pine cones, leaves, berries, teasels, conkers, bark. | Clay/cinnamon dough,  Autumn objects. |
| 5 | Art | To use a range of materials creatively to design and make products. | **Christmas Activity - Making a leaf wreath…**  Children to collect as many leaves as they can from the outside area.  Demonstrate how to thread the leaves onto thin wire.  Bend the wire to make a circle and pinch at the top. | Leaves,  Circle,  Wreath, | Leaves,  Craft wire |
| 6 | DT | To use tools safely and effectively.  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | **Making Santa Sticks…**  Demonstrate how to whittle sticks safely.  Demonstrate how to sharpen the end of their stick.  Demonstrate how to make their stick into santa by painting it.  All children to have a go at whittling sticks to make santa ornaments. | Whittle  Sharpen  safely | Sticks  Peelers  Pencil sharpeners  Paint  brushes |
| 7 | DT | To make a model stick man by joining sticks together.  To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] | **Making stick man to go with the Christmas Stick Man story…**  Model how to tie a knot.  Model how to wrap twine.  Model how to make stickman using two sticks and twine and adding googly eyes.  Sitting around firepit with hot chocolate while listening to the stick man story. | Sticks  Twine  Knot  Wrap  Tie  Join | Sticks  Twine  Scissors  Eyes  Stick man book  Firepit  Hot chocolate |

Links to PSHE which are integral in all outdoor learning sessions: Year 4 SCARF ‘I can’ statements:

I can demonstrate strategies for dealing with a risky situation

I can share ideas and make decisions that effect others.

I can name some qualities or strategies that help team work. I am aware of others and their needs when working together

I can begin to manage conflict by using negotiation and compromise.