Outdoor Learning Plans

Year Six Autumn Term 2023

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| Lesson | Subject | Learning Objective Linked to NC | Activities | Vocabulary | Resources needed |
| 1 | Science | To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Pupils to draw conclusions based on observation | Children to use outdoor learning kits to find and observe living things in our outdoor environment. Use bug finding lenses, bug pots and tweezers etc to find creatures, use binoculars to look at birds and creatures in trees, make observations of other living things in our school environment. List and draw objects they find on charts on clipboards, record how they know these creatures are living. (Use the charts they have made to classify creatures when they are in future science lessons.) | Insect namesBird namesPlant/tree namesLivingNon-living | bug finding lensesbug potstweezersBinocularsChartsClip boards |
| 2 | Art | To create symmetrical patterns.To create pieces of art using the technique of colour bashing. To improve their mastery of art and design techniques with a range of materials. | Demonstrate making symmetrical patterns using natural materials to print with, lay on the ground and photograph and flower/leaf bashing to make prints and patterns.Children to collect leaves and flowers from around the school site. Make symmetrical patterns by…1. Laying objects out and photographing their patterns
2. Laying leaves/flowers on their cloth, fold cloth in half, hammer lightly and then unfold.
3. Painting their leaves and objects and printing symmetrical patterns.
 | Flower and leaf names SymmetricalPatternColour | PaperPaintBrushesClothHammersIpads/camerasFlowers, leaves and natural objects.  |
| 3 | 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 | Learning to use tools to whittle sticks and drill holes. How to use twine to join sticks and to tie effective knots. * Practise using peelers to whittle willow sticks to make them a desired thickness.
* Practise using small hand drills to make dents and holes in wood and conkers
* Practise tying sticks together with a range of knots.
* Thread objects (also including leaves) onto sticks and string to make an autumn ornament.
 | WhittleDrillTieThreadJoin | PeelersWillowConkersWoodHand drillsTwineScissorsSecateurs |
| 4 | DT | * generate, develop, model and communicate their ideas through discussion.
* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
 | Look at ready made balloon car made by using sticks, conkers and twine. Recap of the skills learnt last lesson and how to use the tools safely.Children to create a balloon car in small groups using materials found in the outdoor environment.  | WhittleDrillTieThreadJoinAxelJoints | PeelersWillowConkersWoodHand drillsTwineScissorsSecateursballoons |
| 5 | Parents/Carers sessionParents/Carers to come and join the children to find out about their learning this term.Recap activities from this term so the children can teach their parents/Carers. |

Links to PSHE which are integral in all outdoor learning sessions: Year 6 SCARF ‘I can’ statements:

I can give examples of negotiation and compromise. I can use these skills in practical situations.

I can work through challenges I have with my friends with respect, assertiveness and understanding.

I can assess the level of risk and explain how a risk can be reduced.

I can identify risk factors in a given situation.

I can tell you how I can overcome problems and challenges on the way to achieving my goals.

I can show respect to others by using verbal and non-verbal communication.