**Diagram, logo

Description automatically generatedOutdoor Learning Plans**

Year Six **Spring Term 2** 2024

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| Lesson | Subject | Learning Objective Linked to NC | Activities | Vocabulary | Resources needed |
| 1 | DT | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion and prototypes.  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures | **Making bridges**  Look at designs of bridges and shapes in bridges to make them strong.  Discuss triangles being very strong shapes.  Model some bridge building ideas using sticks and string  Children to work in groups of 4/5 to discuss/design and make their own bridges.  Test the bridges with objects to see if they hold weight. | Strength  Balance  Load  Triangles  Structure | Bridge pictures  Sticks  String  Scissors  Weights/heavy objects |
| 2 | DT/Art | Select from and use a wider range of materials and components, including textiles and ingredients, according to their functional properties and aesthetic qualities. | **Sewing**  Demonstrate how to use a hole puncher to make holes in leaves around the edges  Model how to sew bendy sticks/leaves/stems in and out of the holes in the leaves. | Holes  Sewing  Running stitch  Stems  etc | Leaves  Hole punchers  Stems  Blades of grass  Sticks etc |
| 3 | Art | To improve their mastery of art and design techniques, including sculpture with a range of materials [for example clay] | **Clay faces**  Model how to make clay faces on the trunks of trees.  Talk about and identify different natural objects which are good for making facial features.  Children to collect objects to make features on their faces.  Children to make faces on tree trunks using clay. | Faces  Features  Nose  Eyes  Ears  Eyebrows  Eyelashes  Beard  etc | Clay  Sticks  Stones  Pine cones  Grass  Pine needles  Leaves  etc |
| 4 | Science | To know how worms digest food to make vermicompost.  Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. | **Making wormeries**  Share information with the children about worms and why they are so important and what their job is.  Split into 2 groups – rotate   1. Hunting for worms under the log circle logs etc 2. Making wormeries in glass jars by layering up materials. | Worms  Rotting  Digesting  Compost  soil | Worm info sheets  Jars  Stones  Sand  Soil  Leaves  Water  worms |
| 5 | Art | To improve their mastery of art and design techniques, including painting with a range of materials [for example paint] | **Printing with natural materials**  Look at a range of pictures made by printing with natural objects and paint.  Demonstrate how to print and make patterns.  Children to work in pairs to create printing pictures using natural objects and paint. | Print  Pattern  Texture  Shape | Paper  Natural objects  Paint brushes  paint |
| 6 | Science | To identify creatures living in the local pond.  Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; | **Pond dipping**  Talk about the safety rules of being near water  Discuss what they think they will find in the pond – talk about creatures that live in pond habitats  Split into 3 groups of 10 and in pairs to pond dip  Children to mark off the creatures they find on their identification sheets | Water  Safety  Creatures  Habitats  Creature names – newt, water boatman, water mite, etc etc | Safety lines etc  Clip boards  Charts  Nets  Trays  Hand gel |

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.