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Description automatically generatedOutdoor Learning Plans

Year Three Spring Term 2024

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| Lesson | Subject | Learning Objective Linked to NC | Activities | Vocabulary | Resources needed |
| 1 | DT  History | To 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 | * **Making Anglo Saxon Houses and using wattle and daub.** * Show pictures of Anglo Saxon houses and talk about how they were made. * Make some wattle a daub mixture together. * Children to collect sticks, leaves, moss, Christmas tree branches etc. * Children to make their own mini houses. | Anglo saxon house  Wattle and daub  Home  Warm  Dry  Sticks  Join  Stable  Moss  Walls  Roof etc | Pictures of houses,  sticks, mud, straw/hay, leaves, moss, Christmas tree branches, string |
| 2 | PSHE  DT | I can say what I could do to make a situation less risky or not risky at all.  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | **Lighting fires and learning about fire safety and keeping safe around a firepit and making vegetable stew.**  Fire-safety talk.  Demonstrate how to use flint and steel safely  Two groups…   1. Have a go at using a flint and steel.   Build a fire together as a group. Talk about what a fire needs to burn.  Demonstrate how to introduce oxygen into the fire.   1. Cutting up vegetables and boiling in the stew on the fire. | Fire  Safety  Heat  Distance  Kindling  Logs  Spark | Flint and steel  Metal tins  Cotton wool  Wood  Firepit  Bucket of water  Fire extinguisher/blanket  Pot, stock,veg, peelers, chopping boards, pot, wooden spoon, |
| 3 | DT | To 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 | **Making Anglo-Saxon boats which float.**  Look at pictures of Anglo-Saxon log boats and talk about what they used to make them.  What natural materials would they use to make boats?  Children to hunt for natural materials to use for their boats.  In small groups use materials they find to make different boats to try out.  Have a go at floating their boats at the end and see which ones float. | Long boats,  Wood, cloth, pitch,  Bark, sticks, leaves, string, raft, boat, float, sink etc. | Anglo-Saxon long boat pictures, sticks, leaves, twine, bark, |
| 4 | Art | To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  To know about great artists, architects and designers in history. | **Nature collage – Andy Goldsworthy**  Look at some examples of nature Art by Andy Goldsworthy.  Choose a picture they would like to try and recreate.  Collect a range of natural materials from the outside area.  Make their pictures on the ground in small groups using their Andy Goldsworthy picture to inspire them. | Pattern  Shape  Colours  Art  Andy Goldsworthy | Andy Goldsworthy pictures  Natural objects |
| 5 | Art/History | To know what Anglo-Saxon Runes are and how they work. | **Mud painting – Anglo-Saxon runes.**  Talk about what Anglo-Saxon runes were and how they recorded using runes etc.  Children to try and work out how to make their names using runes.  Children to make pot of mud in pairs and paint their names using Anglo-Saxon runes. | Mud  Runes  Writing | Mud  Pots  Paint brushes  Water  Paper  Runes cards |

Links to PSHE which are integral in all outdoor learning sessions: Year 3 SCARF ‘I can’ statements:

I can communicate my feelings and use this to try to manage my emotions.

I can listen and share my opinions respectively.

I can say why friends may fall out and how they can make up.

I know how to look after my friends and stay friends.

I can collaborate with a team to achieve a goal.

I can accept I may not always agree with others.

I can tell you why it is important to show good listening to people who think differently to me.

I can name and suggest strategies to someone who feels left out.

I can say what I could do to make a situation less risky or not risky at all.

I can set goals and make a plan to develop a new skill.

I can demonstrate strategies for dealing with a risky situation

I can be kind and use kind words to my friends.