**Diagram, logo

Description automatically generatedOutdoor Learning Plans**

Year Two **Spring Term 2** 2024

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| Lesson | Subject | Learning Objective Linked to NC | Activities | Vocabulary | Resources needed |
| 1 | DT | Design purposeful, functional, appealing products for themselves and other users based on design criteria  Build structures, exploring how they can be made stronger, stiffer and more stable | **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 | 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 | **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 use sculpture to develop and share their ideas, experiences and imagination | **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 | Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ♣ identify and name a variety of plants and animals in their habitats, including microhabitats ♣ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. | **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 develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | **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 | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals | **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 2 SCARF ‘I can’ statements:

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

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 do and don't like and who to ask for help.

I can make choices that help me play and work well with others.  
I can use some strategies when I feel upset or angry.

I can ask for help from a trusted adult.

I can name some ways I can look after my environment.

I can explain how hand hygeine stops virus' and germs from spreading