Diagram, logo

Description automatically generatedOutdoor Learning Plans

Year Two Summer Term 2 2024

Statutory requirements Pupils should be taught to: ♣ observe and describe how seeds and bulbs grow into mature plants ♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Notes and guidance (non-statutory) Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

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| Lesson | Subject | Learning Objective Linked to NC | Activities | Vocabulary | Resources needed |
| 1 | Science | To know how plants grow and how to care for them. | **Looking after the new garden area.**  Splitting into 2 groups of 15 – each activity for 25 mins.  Group 1. Learning about the plants that are in the new garden area, matching labels to plants and measuring the runner beans and sunflowers.  Group 2. Planting runner beans and left over plants in the planters on the field. Looking at how the potatoes are growing and watering their own class potatoes. | Garden  Plants  Weeds  Watering  Names of all plants  Seeds  Roots  Shoots  seedlings | Watering cans  Trowels  Seedlings  Labels  Bamboo canes  Twine  Tape measures |
| 2 | Science  DT  Art | To know how plants grow and how to care for them.  To be able to design, make and adapt a small building using natural materials.  To be able to select and use natural materials to make patterns. | **Rotation of 3 activities for the next 3 weeks.**  10 children in each group for the whole lesson. They will do each activity over the course of the 3 weeks.  **Activity 1** – Looking after the garden area, weeding, watering, tying up plants, putting egg shells and coffee grounds down, learning about how to look after plants and a garden. (Putting more resources and ‘home’ materials in the bug hotel.)  **Activity 2** – Using sticks, moss, leaves and natural materials to make small fairy houses.  **Activity 3** – Nature weaving. Making wooden weaving frames and weaving natural materials in and out of the weaving frame. | Garden  Plants  Weeds  Watering  Names of all plants  Seeds  Roots  Shoots  Seedlings  Join  Balance  Strong  Structure  Sticks  Moss  Weaving  Pattern  colour | Watering cans  Trowels  Seedlings  Labels  Bamboo canes  Twine  Tape measures  Sticks  Moss  Leaves |
| 3 | Science  DT  Art | To know how plants grow and how to care for them.  To be able to design, make and adapt a small building using natural materials.  To be able to select and use natural materials to make patterns. | **Rotation of 3 activities for 3 weeks.**  10 children in each group for the whole lesson. They will do each activity over the course of the 3 weeks.  **Activity 1** – Looking after the garden area, weeding, watering, tying up plants, putting egg shells and coffee grounds down, learning about how to look after plants and a garden.  **Activity 2** – Using sticks, moss, leaves and natural materials to make small fairy houses.  **Activity 3** – Nature weaving. Making wooden weaving frames and weaving natural materials in and out of the weaving frame. | Garden  Plants  Weeds  Watering  Names of all plants  Seeds  Roots  Shoots  Seedlings  Join  Balance  Strong  Structure  Sticks  Moss  Weaving  Pattern  colour | Watering cans  Trowels  Seedlings  Labels  Bamboo canes  Twine  Tape measures  Sticks  Moss  Leaves |
| 4 | Science  DT  Art | To know how plants grow and how to care for them.  To be able to design, make and adapt a small building using natural materials.  To be able to select and use natural materials to make patterns. | **Rotation of 3 activities for 3 weeks.**  10 children in each group for the whole lesson. They will do each activity over the course of the 3 weeks.  **Activity 1** – Looking after the garden area, weeding, watering, tying up plants, putting egg shells and coffee grounds down, learning about how to look after plants and a garden.  **Activity 2** – Using sticks, moss, leaves and natural materials to make small fairy houses.  **Activity 3** – Nature weaving. Making wooden weaving frames and weaving natural materials in and out of the weaving frame. | Garden  Plants  Weeds  Watering  Names of all plants  Seeds  Roots  Shoots  Seedlings  Join  Balance  Strong  Structure  Sticks  Moss  Weaving  Pattern  colour | Watering cans  Trowels  Seedlings  Labels  Bamboo canes  Twine  Tape measures  Sticks  Moss  Leaves |
| 5 | Science  PSHE | To know what fires need in order to burn and how materials change when they burn.  To know how to keep themselves and their friends safe around fire. | **End of year treat of firepit and smores.**  **Lighting fires and learning about fire safety and keeping safe around a firepit…**  Fire-safety talk.  Demonstrate how to use flint and steel safely  Using peelers to make kindling.  Have a go at using a flint and steel.  Build a fire together as a group. Talk about what a fire needs to burn and how the different materials change when they burn.  Demonstrate how to introduce oxygen into the fire.  Cooking marshmallows over the fire safely and making and eating smores. | Fire  Fuel  Oxygen  Heat  Safety  Stop,drop,roll  Spark  Kindling  Flame  Extinguish  Burn | Flint and steel  Cotton wool  Sticks  Peelers  Tins  Fire extinguisher  Watering can  Fire pit  Biscuits  Marshmallows  Skewers |

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