

Outdoor Learning Curriculum Overview Whole School

	TO KNOW	TO KNOW HOW
NURSE RY	<p><u>UNDERSTANDING</u> I know how to use some mechanical toys. I can identify different objects.</p> <p><u>SELF CONFIDENCE AND SELF AWARENESS</u> I know and can join in with activities which interest me. I know and can express my own preferences and interests. I know when I need help and will happily ask a familiar adult.</p> <p><u>MAKING RELATIONSHIPS</u> I can do actions to familiar songs & rhymes. I know the words and can join in with familiar songs and rhymes. I know what an instruction is and can follow simple ones. I join in with songs and rhymes.</p>	<p><u>UNDERSTANDING</u> I can respond to very simple requests. I understand simple questions or instructions. I can explore objects using my senses. I can respond to two requests. I initiate actions in play. I can slowly respond to a string of requests. I can ask and answer 'why' questions. I can show an interest in other living things.</p> <p><u>SELF CONFIDENCE AND SELF AWARENESS</u> I can explore new toys and environments but check in with adults when needed. I can separate from my main carer with support and encouragement. I am confident to talk to other children in play. I can demonstrate a sense of self as an individual. I can select and use resources on my own. I enjoy carrying out small tasks and helping adults. I am more outgoing towards unfamiliar people. I am confident to ask adults for help. I welcome and value praise for what I have done.</p> <p><u>MAKING RELATIONSHIPS</u> I can play alongside others. I can explore my new environment. I can play cooperatively with a familiar adult. I may form a special friendship with another child. I can initiate play offering for others to join me. I can respond to what others are saying in play. I can play in a larger group and extend my ideas. I can form positive relationships.</p> <p><u>MOVING AND HANDLING</u></p>

	<p><u>MOVING AND HANDLING</u> I know how to run safely, being careful of people around me. I know how to move with confidence, adjusting my speed or direction to avoid obstacles.</p> <p><u>SPACE, SHAPE AND MEASURE</u> I know how to fill and empty a container. I can show some understanding of 'now' and 'next.' I can identify some shapes I can talk about the routine of the day and use language like 'before' and 'after.' I can use comparative language such as 'taller' and 'shorter.' I can experiment with different objects and understand language such as 'floating' and 'sinking.'</p> <p><u>THE WORLD</u> I know that Autumn is a season. I am able to name a range of different animals and understand about different habitats (farm, zoo, pets etc.) I can talk about why things happen and how things work. I am developing an understanding of growth, decay and changes over time. I can name the 4 seasons and talk about which one is my favourite. I know where the seaside is.</p> <p><u>EXPLORING AND USING MEDIA AND MATERIALS</u> I can join in singing my favourite songs. I like to join in with familiar dances and ring games. I can tap out simple repeated rhythms. I can explore and learn how sounds can be changed. I can explore colour and how colours can be changed. I know how to use various construction materials in a safe and sensible way. I can join construction pieces together to build and balance.</p>	<p>I can run, walk and climb. I can stand on one foot with support. I can scoot along on a trike. I can kick a large ball. I can move spontaneously within available space. I can stand on one foot by myself. I can catch a large ball. I can move in a range of different ways. I can hold my pencil between thumb & two fingers.</p> <p><u>SPACE, SHAPE AND MEASURE</u> I can begin to build using simple objects. I can make my own pictures using shapes. I can ask questions about the routine and ask what is happening next. I can identify shapes in the environment. I can ask questions about my observations of differences and similarities. I can make more meaningful pictures, patterns and arrangements with shapes.</p> <p><u>THE WORLD</u> I can play with small world models such as a farm, a garage or a train track. I can ask questions aspects of familiar world such as the place where I live or the natural world. I can talk about some of the things I have observed such as the place where I live or the natural world. I can show care and concern for living things and the environment. I can recognise the coast on a map.</p> <p><u>EXPLORING AND USING MEDIA AND MATERIALS</u> I can create sounds by banging, shaking, tapping or blowing. I can experiment with blocks, colours and marks. I can begin to move rhythmically. I can imitate movement in response to music. I can show an interest in and describe the texture of things.</p> <p><u>BEING IMAGINATIVE</u> I can begin to make-believe by pretending. I can use movement to express my feelings. I can create movement in response to music. I can sing to myself and make up simple songs.</p>
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RECEPTI ON	<p><u>Self confidence</u> I know how to select and use resources independently. I am confident to speak to others about own needs, wants and opinions. I know and can say when I do or don't need help.</p> <p><u>Moving and Handling</u> I know how to move in a range of ways, such as crawling, walking, running, jumping, skipping and hopping. I know how to negotiate space successfully. I know how to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. I know how to move confidently in a range of ways, safely negotiating space. I can handle tools and equipment effectively.</p> <p><u>The World</u> I know and can talk about some things I have observed such as plants, animals, natural and found objects. I can start to develop an understanding of growth, decay and changes over time. I know how to look after living things in the environment. I can identify the different planets in the solar system. I can point to where I live on a globe. I know about similarities and differences in relation to places, objects, materials and living things. I know that environments might vary from one another.</p>	<p><u>Self confidence</u> I enjoy the responsibility of carrying out small tasks. I am confident to talk to other children when playing. I am outgoing towards unfamiliar people and more confident in new situations. I welcome and value praise for what I have done. I willingly participate in a wide range of activities. I can show enthusiasm and excitement. I can confidently speak in a familiar small group. I can describe myself in positive terms and talk about my abilities. I am confident to speak in front of my class. I am confident to try lots of new activities.</p> <p><u>Moving and Handling</u> I can catch a large ball. I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. I can show a preference for a dominant hand. I can travel with confidence and skill on balancing and climbing equipment. I can use a tripod grasp. I can show good control and co-ordination in large and small movements</p> <p><u>The world</u> I can ask questions about aspects of the familiar world such as the place where I live or the natural world. I can talk about why things happen and how things work. I can identify where the United Kingdom is on a globe. I can read a simple map. I can talk about features of my environment. I can make observations of animals and plants and explain why some things occur, and talk about changes</p> <p><u>Exploring using media and materials</u> I can move rhythmically. I can imitate movement in response to music.</p>

	<p>I know when dinosaurs lived. I can name some beach activities from the past and now. I know where different animals live.</p> <p><u>Exploring using media and materials</u> I know some ring games and can join in with dancing and singing. I can sing familiar songs. I know how to use various construction materials. I can construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. I know how to use a variety of materials safely.</p>	<p>I can tap out simple repeated rhythms. I can explore colours and how colours can be changed. I can explore and learn how sounds can be changed. I can describe different textures. I can join construction pieces together to build and balance. I can experiment with colour, design, texture, form and function.</p>	
	<u>TO KNOW</u>	<u>TO KNOW HOW</u>	<u>RESOURCES</u>
	Session 1 <u>Explore and discover-</u> our outdoor area, natural resources and fairies.		
	<u>Schema (Cross Curricular Learning)</u>		
	<u>Vocabulary</u> <u>Log, plank, branch, Christmas tree twigs, bark, small sticks, perimeter</u>		
1	<u>3 Forest School rules are we look after ourselves, look after our friends and we look after our beautiful outdoor area.</u> <u>Use the heavy log example.</u> To know what the correct outdoor kit, waterproof footwear, trouser and coat To know the wolf cry means to listen	Introduction to outdoor learning, safety, nature and learning. To know how to chant the 3 Outdoor Learning rules To know how to play the activity the sun always shines on (how to step over the seating logs and run	First aid bag Tree cookies- pre-named Pipe cleaners Dandelion dragon Maps of OL site Flopsy and Mopsy

	<p>return to the fire circle.</p> <p>Can identify the perimeter of the outdoor learning area and name key features.</p> <p>Know how to carry a stick safely.</p> <p><u>Know the difference between a log, a plank and stick.</u></p> <p>Know where these items live.</p> <p>Listen to the tinker town story and the plight of the fairies and the dragon.</p> <p>Know how to arrange sticks into shapes to make fairy houses. Learn the meaning of and how our fairies are resourceful and resilience.</p> <p>Know how and where to put unused resources back.</p>	<p>around the outside of the learning circle safely)</p> <p>Correct kit</p> <p>Baby wolf return howl activity.</p> <p>(Thread pipe cleaner through tree cookie and attach to arm.) Name activity.</p> <p>Explore the outdoor learning site. Visit the blossom tree, bug hotel, log pile, plank pile, stick pile the old oak tree, the mud patch and the perimeter fence and boundary cones.</p> <p><u>Can carry a stick safely.</u></p> <p>Be able to collect a log, a plank, a stick and return to home pallet. Be able to count how many of each item they have as a group.</p> <p>Be able to collect 10 twigs each and return to home pallet.</p> <p>Be able to make a simple fairy house using the resources they have collected. (leaf bunting)</p> <p>Role play using fairy houses, twigs, sticks, planks and logs.</p> <p>Fire circle consolidate and review</p>	<p>rabbits.</p>
	<u>Session 2 Plants and woodland animal play</u>		
	<u>Schema:</u>		
	<p>Look after ourselves, look after our friends, look after our beautiful outdoor learning area.</p> <p>Know the correct outdoor learning kit.</p>	<p>To know how to chant the 3 outdoor learning rules.</p> <p>Sun always shines on activity (to know how to safely step over the seating log and run around the outside of the outdoor learning circle</p>	<p>First aid bag</p> <p>Forest animals x 30</p> <p>Named yr1 stickers</p> <p>Buckets x 4</p>

	<p><u>Be able to name the type of woodland animal they are holding, say one fact (LA) 2 facts about it and name another animal (LA) 4 others animal. (HL)</u></p> <p>Know fairies are friends with all living creatures. We need more creatures in our OLA Outdoor Learning Area. We need more plants for our creatures.</p> <p><u>Watch how we need sun, rain, soil and seed to make the sweet corn grow.</u> <u>Learn how to plant the sweetcorn seed.</u> <u>Learn the actions of sun, rain, soil and seed.</u></p> <p>Know the no speaking and sit in same spot rule of sit spots.</p> <p>To learn the animal names of the yoga moves.</p> <p>Discovery play using the cuddly woodland creatures.</p>	<p>Outdoor learning kit, the difference between a log, plank, stick and twig. Who lives in tinker town?</p> <p>Baby wolf howl return activity. Walk our outdoor learning area. revisiting our resources. Find a forest animal with your name on. Leave the animals with other people's names on.</p> <p>Plant a sweetcorn seed. Perform the actions of sun, rain, soil and seed.</p> <p>Sit in a sit spot, what did you see and how did you feel? Perform animal yoga moves. Visualisation activity. (Help the woodland animals to know how to play. Using the tippy scales, zip line, slide, swing, see saw, cargo net, tarp bounce.) Fire circle finish and review.</p>	<p>Long rope x2 Cargo net Tarp Bio pots Compost Sweetcorn seeds Sharpie pen Green, brown pink wool and scissors. How flowers grow props. Baby watering can, sun, soil, seed and pot</p>
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	<p><u>Session 3 Spring flowers and Secateurs</u></p> <p>To know we look after ourselves, our friends and our beautiful outdoor learning area.</p> <p>Know the colours of the rainbow.</p> <p>To what our spring bulbs look like and find the ones on the laminate sheet (LA) and name all our spring flowers (HA) on the laminate sheet.</p> <p>To know the colours of the spring flowers and name them again. Find lots of other colours in nature.</p> <p>Know how to use the secateurs safely. Know brown is dead and will burn well on fire.</p>	<p>The 3 rules of Forest School. Introduce the abundant rule.</p> <p>The sun always shines on (review of last week's lesson).... Correct outdoor kit. Camouflaged worms and need for nature, sweetcorn seeds.</p> <p>Listen to Wow Said the Owl.</p> <p>Colour the rainbow on own tree cookie. Or just use different colours. (Name cards 2021)</p> <p>To know how to hunt our spring flowers using the pictures on the laminate sheet.</p> <p>To know how to use the colour charts see how many of the colours on the chart given can be found on nature in our outdoor learning area.</p> <p>To know how to use secateurs cut the brown Christmas tree (Spruce) leaves.</p> <p>Check the sweetcorn seed.</p> <p>Fire circle finish</p>	<p>First aid bag</p> <p>Wow said the Owl book.</p> <p>Colour charts</p> <p>Balcony book</p> <p>Spring bulbs laminate</p> <p>Secateurs</p>
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	<p><u>Session 4 Senses, mini container ponds and Frogs</u></p> <p>What sinks and why. Apple, stone, bark, cork, xmas tree stem, <u>bottle</u> <u>Know the 5 senses. sight, sound, taste touch and smell.</u></p> <p><u>To know what will sink or float</u></p> <p><u>To know why we build a mini container pond. (LA to help our bugs – HL For our bugs to drink water)</u> <u>To know the life cycle of a frog. Using the fire circle as the life cycle.</u></p>	<p>The 3 rules of Outdoor learning. The sun always shines on (review last week's learning activity) Nature colours, spring flowers and secateur.</p> <p>5 senses activity, head shoulders knees and toes eyes and ears and mouth and nose – See, touch, taste, hear, smell the water. To see what will sink or float</p> <p>To know how to build a mini container pond. Play the frog life cycle game.</p> <p>Measure the sweetcorn seedling Fire circle finish and review.</p>	<p>First aid bag Buckets x6 Pond containers, white rectangle. X 15 Apples, fruit, cork, leaves. Bottle. Frog life cycle book Plastic frogs. Tadpoles</p>
	<p><u>Session 5 Pirate and mud castles</u></p>	<p>The sun always shines on Frog, water Find a message in a bottle using the clue. Read the map, understand and go to where the</p>	<p>First aid bag Message in a</p>

	<p>Remember last week how the bottle floated.</p> <p>Show using mini sticks how to make a pirate's ship. Shape, seats, oars, flag, sails, anchor etc. Know how to carry sticks and branches safely.</p> <p>Using a map of the outdoor learning area work out where X marks the spot.</p> <p>Work out the clue written in the bottle.</p> <p><u>To know what mud paint is. (LA its soil and water - HL to know what the correct consistency is.</u></p> <p><u>To know what a mud castle is</u></p>	<p>landmarks are from the map to the field. 2 teams build two pirate ships with space for all to sit in. Pirate song. Walk the plank. Using the map go find the bobbing bottle with a clue in it.</p> <p>Using the clue go and find the treasure box and return to ship. Mud paints the flag To know how to make mud castles, turrets and towns. To know how to tidy up by putting mud houses onto potato plants to 'earth up'. (To know how to make castle using natural materials. Walls, turrets, portico, draw bridge) Learning circle finish and review. To line up at the Silver Birch tree and be either a pirate or a woodland animal. Hahaarr!</p>	<p>bottle Treasure map Treasure chest x2 Treasure Flag Paint brushes Costume Castle and turret buckets</p>
	<p><u>Session 6 Fire and pebble stories</u></p> <p>Remember the story in your group (10) and add it to the big fire circle story.</p>	<p>The sun always shines on Mud castles and pirates Select a pebble, collect the prop and design the story. Safely approach the fire, safely kneel in the safe position, once in position warm a marshmallow,</p>	<p>First aid bag Pebbles bag x3 (12 picture pebbles in each) Yr 1 topics</p>

	<p><u>Know, say and practice the fire safety rule and practices.</u></p> <p>Know how to make and add to the story.</p> <p>Know how to measure sweetcorn? Know how and where to re plant and care for the sweet corn</p>	<p>safely return to seat, make a marshmallow and eat it. Make yummy sounds. Act out the story from the pebbles. Create own role plays and games.</p> <p>Measure the sweetcorn seedling and take home for half term. Fire circle finish.</p>	<p>Pebble props Fire bag Water Cups Centimetre ruler</p>
	<p><u>Session 7 Build balance tumble and twirl</u></p> <p>Listen to 'my first book of garden bugs' book. Demo how to use a magnifying glass and what it is used for.</p> <p>Know how to move safely across the course. Discover new physical abilities, confidence and expectation of achievement. Know how to carry sticks and planks safely.</p> <p><u>Know how to use magnifying glasses.</u></p>	<p>3 rules of FS... The sun always shines on..... Fire and pebble stories. Use magnifying glass to look for and at insects in detail. (2 groups one does balance course other looks for bugs.) Tyre seat starter, always 6 to be in tyres to reduce congestion. Bare foot option. Collect wet sponge flannel and balance on head. (Warm weather option) Balance on flat, low and medium beam. Over the bridge, drop flannel in bucket and commando crawl under the cargo net. Jump the horse jump round the grotto and step into the shallow trug of water (warm weather) Jump the stumps, tumble, twirl and roll.</p> <p>Fire circle finish.</p>	<p>First aid bag Discover and learn box. Cargo net, tarps and tyres. Magnifying glasses My first book of garden bugs book</p>

	<p><u>Session 8 Hammer and water conservation</u></p> <p>Where we find water. What's the difference between fresh and salt water?</p> <p>Water is precious and we must look after it.</p> <p>We need water to help our plants grow.</p> <p><u>Tool talk- how to use a hammer safely.</u></p>	<p>The sun always shines on.....bugs and balance. Where do we find water? How do we spell lake? Collect the water from trug and carry it without spilling any to the bucket using little castle pieces. 4 teams 7/8. Water plants using little castle pieces. Water potatoes, sweetcorn and other new plants.</p> <p>Use a hammer safely. Hammer number 1-10 and 11-20 spots on wood. Check for accuracy. Fire circle finish</p>	<p>First aid bag. 4 trugs, 4 buckets, plastic castle pieces. Hammers x3.</p>
	<p><u>Session 9 Nature numbers and number crowns.</u></p> <p>Demonstrate how to make a vine number crown which makes you really good with numbers. Count with me my numbers 1-10 forward and backward. <u>Understand the variety of measurement concepts, bigger smaller, wider and narrow.</u></p>	<p>The sun always shines on Water and hammers. Make a zero with your vine, cross it over and wind it around to make your own number crown. 10 stick fingers hunt. Show me/ is there a stick longer than your little finger? Show me a stick thinner than your thumb? Collect a stick smaller than your hand. Collect a stick longer and shorter than your arm. Collect a stick narrower/ wider than your finger Position your 10 stick fingers in the correct place so that the sticks are arranged in order from largest to smallest. Number carousel</p>	<p>First aid bag. Cut vine into head size lengths. x30 Charlie and Lola numbers 1-10 Collect good sticks for them to access easily. Put on ground. Sheet background for position stick activity. 8x 1-meter sticks. Foiled stones, notched wooden</p>

	<p>Understand position of length order.</p> <p><u>Discover own method of measuring 1-meter length.</u></p> <p><u>Understand the concept of heaviest and how to use scales to find out.</u></p> <p>Know number order 1-10 Know number order 11-20</p>	<p>1. Shapes - make number shapes with 10 stick fingers. 1-10 then any numbers up to 100.</p> <p>2. Tower - Stack the number tower in order. Make up number bonds.</p> <p>3. Treasure - hunt foiled stones. Find the treasure. Each child weighs their treasure on the bucket scales against another child's treasure. Investigate who's is the heaviest.</p> <p>4. Measure - 1 meter. See how many toes to heels it takes to measure a meter. Are you taller or shorter than 1 meter?</p> <p>Fire circle finish.</p>	<p>hanger</p> <p>Numbered cardboard towers 1-10. (make plus and equal towers and more 10 towers for 2022)</p>	
	<p><u>Session 10 Fire and outdoor fun</u></p> <p>Know and demonstrate the fire safety rules and practices before being allowed to approach the fire.</p> <p>Learn own limits on nature play equipment.</p> <p>1. Enjoy being outside.</p>	<p>Rules of Fire circle</p> <p>The sun always shines on Nature numbers and number crowns. How do we kneel safely at the fire?</p> <p>Safely approach the fire, safely kneel in the safe position, once in position warm a marshmallow, safely return to seat, and eat it. Make yummy sounds.</p> <p>2. Experimental play on balance beam, seat and pendula swing. See saw and bridge.</p> <p>3. Engage in imaginative play, role play, explore and discover nature, experiment in a risk benefit activity using the natural environment of the outdoor learning area.</p> <p>4. Fire circle finish.</p>		<p>First aid bag</p> <p>Fire safety bag</p> <p>1. Fire bag</p> <p>2. Metal roasting sticks</p> <p>Marshmallows</p> <p>Explore and discover box</p>

		5. Review and consolidate all outdoor learning using all props from the term.		
	TO KNOW	TO KNOW HOW		RESOURCES
2	<p>Session 1 <u>Animal habitats and First food chain</u></p> <p>Know the 3 outdoor learning rules Look after ourselves, our friends and our beautiful outdoor area. Correct outdoor kit, waterproof footwear, trouser and coat Can action the wolf cry return to the fire circle Can describe where the animal they found lives. Den, burrow, set, dray, hole, hedge etc Different types of grass helps different insects – habitats and food. Review bug book from yr1, knows where to find different types of bugs. Eg woodlouse under dead/damp wood. Understands every food chain starts with the sun.</p>	<p>To know how to chant the 3 rules. Sun Always shines on.... Correct kit, year 1 topics, Frog life cycle, mini-ponds, sink & float, pirates, numbers bonds and hammers, treasure find and weigh, pebble stories Baby wolf return actions Look for woodland animals with their name on. Looks for the different types of grass in OL area.</p> <p>Looks for different types of bugs in OL area.</p> <p>Acts out the basic food chain. Sun, grass, insect, frog and owl using the animals and grass as props. Builds their animals habitats and free play.</p> <p>Fire circle consolidate and review</p>		<p>Box of woodland animals. Name stickers Different types of grass in see through box. Magnifying glasses.</p>

	<p><u>Session 2 Food chain and bugs</u></p> <p>Know the 3 rules, ourselves, our friends, our outdoor area. To know the habitat(homes) of rabbit and squirrel To know Owls, eat frogs To act out our Basic food chain... Sun, grass insect frog owl.</p> <p>Types of bug ... insects, spiders, slugs/snails' worms</p> <p>How to use the bug pots and magnifying glasses</p>	<p>To know how to chant the 3 rules Sun always shines <u>Review previous weeks habitats learning and relate to today's session on bugs.)</u></p> <p>Frog and the owl chase game Sun, plant, insect, frog and owl, death decay start again. Food chain activity Bug introduction laminate. Identify different types of bugs. Build bug tent using variety of local vegetation. Bug hunt using pots and magnifying glass Extension activity contribute to the bug palace Happiness home Fire circle finish</p>	<p>Owl puppets Big book of bugs Diverse vegetation pile Bug pots Magnifying glasses</p>
	<p><u>Session 3 Snails and Mud</u></p> <p>Know the 3 rules..... we look after ourselves and we look after beautiful outdoor learning area. List the different types of bugs and a feature of each Perform food chain activity... sun, grass, insect, frog, owl. Recite and action story.... snail sniff food with feelers, snail looks trough eyes at end of feeler, snail likes rain, Eats using foot, Winter cold sleeps, (kneel on ground with head on grass and connect with nature visualisation of being happy snail) Thrush starlings eat</p>	<p>Know how to chant the 3 rules Sun always shines on Different types of bugs. Basic food chain activity review Snail story Snail game Mud snails Mud pies Muddy footprints Investigation box Fire circle finish</p>	<p>Big book of bugs Snail story Trug of compost Trug...mud stomp Conkers Baking trays Water canister Blind canvas Towels soap container tarps</p>

	<p>Perform snail action story activity</p> <p>How to make a mud snail, shell and feelers. Feed it our different types of grass.</p> <p>Consistency of mud to make a good pie</p> <p>How many feet does a snail have?</p>		
	<p><u>Session 4 Life cycle of a butterfly, parts of a tree and birds recognition</u></p> <p>Know what tree conkers grow into</p> <p>Know why it is important to plant conkers/onions</p> <p>Know the life cycle of a butterfly. (HA)</p> <p>Be able to perform the actions.(LA)</p> <p>Be able to name two of the birds (LA)</p> <p>To know 4 UK birds (HA)</p> <p>Be able to describe the parts of a tree.</p> <p>Roots, trunk, branch and leaves (LA)</p> <p>Bark (HA)</p>	<p>Sun always shines on.... review last week's lesson...snails and mud.</p> <p>Plant the conkers, decorate the pots.</p> <p>Caterpillars live in trees, Butterfly life cycle game.</p> <p>RSPB bird recognition and anatomy of a tree recognition activity. Robin on tree on sleeper. D</p> <p>Happiness to take home review.</p> <p>Fire circle finish</p>	<p>RSPB bird bag</p> <p>Biodegradable pots</p> <p>Compost</p> <p>Conkers</p> <p>Elastic bands</p> <p>Life cycle of a butterfly laminate</p> <p>Make example tree and pot</p>
	<p><u>Session 5 Nests and fire</u></p> <p>Name 3 different types of bird homes</p> <p>To know how wide an Eagles nest is</p> <p>Show how to carry a branch safely.</p> <p>Name 2 items what nests can be made of.</p> <p>Demonstrate fire safety within the fire circle.</p> <p>Demonstrate how to kneel safely at the fire circle.</p> <p>Show how to count 1 FS, 2FS before eating hot marsh mellows.</p>	<p>3 FS rules</p> <p>Sun always shines on ...last week review...conker trees, butterfly life cycle. Parts of a tree.</p> <p>Read Bird homes book.</p> <p>Look at nests. To recognise.</p> <p>Build 2 big birds' nest, Bald eagle and Golden Eagle using cones as outline and branches. Play the Mummy / daddy and baby chick bird game.</p> <p>Build own little nest for UK birds in pairs for RSPB birds</p>	<p>RSPB birds</p> <p>Bird book</p> <p>Birds nest x2</p> <p>Bird nest items</p> <p>Fire pit, Kindling,</p> <p>Fire box, Flint and steel</p> <p>Fire safety gloves,</p> <p>1st aid</p> <p>Apples, Knife,</p> <p>Marsh mellows,</p>

	Know fire safety rules	Fire safety instructions, safe kneeling practice. Roast a marsh mellow/apple. 2x groups of 15 Fire circle finish Half Term	caster sugar, bowl, cinnamon, drinking water canister, cups, chocolate biscuits Whittled sticks Wash hands canister, soap, bowl, towel
	<p><u>Session 6 Bird homes, habitats and needs</u></p> <p>Recite the 3 rules Warm up run around the circle.</p> <p>Participate in a selection of last terms action, routines and learning games Perform Bird House book actions and learn bird facts. EG Male duck is a drake, female duck is a hen...</p> <p>Know what birds need. Habitats, food water Know what birds eat naturally and distribute. Be able to perform own happy movements and within a group.</p>	<p>3 Rules of FS The sun always shines on.....outdoor play, activities, adventures and play that made them happy. <u>Review last terms learning....</u> Nests. Butterfly life cycle. Anatomy of tree. Bird recognition. Snails and mud consistency. Food chains and habitats. Identification of bugs.</p> <p>Describe nature item found over half term. Read and action Bird House book Bird population decline and how we can help. Show different types of foods for birds Children get handful of cooked rice bird seed and meal worms and go find a spot to down for birds. Make use of the investigation box during child centred learning. Nature as a tool to aid mental health. Introduction into happy moves. Fire circle finish</p>	<p>Basket of nature items Cooked rice Bird seed Meal worms Tarps Rope box Birds Bird home book.</p>

	<p><u>Session 7 Autumn leaves, Hedgehog houses and secateurs, matchstick men (Lowry)</u></p> <p>Features of Pigeon Woodpecker etc. Describe secateurs To know to use secateurs safely That Lowry drew matchstick men, cats and dogs. How to make a hedgehog home for own garden.</p> <p>To know what type of pictures Lowry painted, secateurs and how to make a hedgehog house at home. To know how it's autumn and why leaves change colour and fall off trees. The days are shorter in day light length. Stop photosynthesising making green food. Nutrients go into the ground. To be able to find the green seed in the helicopter sycamore seed. To know why we mulch To know squirrels, hide acorns</p>	<p>Sun always shines on. (If under cover use the out up out down movement). Bird population and recognition. Types of birds we looked at last week...Pigeons, Woodpecker, Owl, Ducks. Food for birds.</p> <p>Introduction to secateurs. Tool talk on how to use. Knowledge check on recent visit to Lowry Arts Centre. Matchstick men. Groups of twos go make a picture frame out of planks. Collect items that can be Lowry factories. In twos come into tool safe area to use secateurs to create small sticks for matchstick men. Introduction to hibernation... Hedgehogs...Demonstrate how to make a hedgehog house at home. The sun always shines on.....Lowry and hedgehog houses. Make Leaf Dingley dangles. Sycamore seed activity. Collect and throw. Why leaves fall and why they are important. Leaf mulch activity. Collect, bag, rip and store to make leaf mulch for next year. Squirrel story 'pointing out the leaves and sycamore Play like squirrels. Fire circle finish.</p>	<p>Lowry picture laminated, showing matchstick men and factories. Planks Secateurs Sticks Hedgehogs Cat food boxes Tarps</p> <p>String Sellotape Sharpie</p> <p>Bin bags Squirrel book</p>
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	<p><u>Session 8 Hibernating UK animals and hand drill</u></p> <p>What type of pictures Lowry painted? How to make a hedgehog home. To know which animal and insects hibernate, bats dormouse, hedgehogs, bumblebees, frogs, grass snakes How to reduce heart rate How to use a hand drill</p>	<p>Sun always shines on.....why leaves fall, sycamore seeds, leaf mulch & squirrels</p> <p>Hibernation...Which other animals Hibernate. Hedgehogs, Bats, Dormice, insects-bumble bees, butterflies and lady birds. Amphibians-frogs, toads, newts Reptiles; Grass snake adders and slow worms. Some insects die in winter others rest. Who hibernates game? To pretend to be flying bats, shout hibernate they lay. What is hibernation? Run around pretending to find food. Stops listen to heart rate. Lay down (weather permitting) and slow heart rate down. Deep breaths. Well-being exercise. Listen to the sounds of wind. Tool talks hand drill. Hand drill hole for insects in bug hotel. In pairs drill hole into piece of wood. Add to bug hotel Build dead wood pile Leaf design; hedgehogs Fire circle finish</p>	<p>Hibernating animal laminate Hand drill Dead wood Gloves</p>
	<p><u>Session 9 Aerial maps</u></p> <p>To understand birds eye view. Understand what the colours on the key represent on the ground. E.g. Green dot is a tree within our boundary.</p> <p>To recite how to use a hand drill safely To know what evergreen plants are.</p>	<p>Sun always shines on.... Who hibernates and hand drills?</p> <p>To imagine a bird looking down on the school. Aerial maps activity...To find way around school field using the map and key to find the fallen oak tree, Blossom tree, Sycamore tree, Compost heap, raised garden beds, Bug hotel, New hedge saplings, fire circle Show the perimeter fence and how to orientate the map.</p>	<p>Aerial maps of school Hand drill Kindling sticks Gloves Evergreen</p>

		Hand drill progression. To drill into wood to make a Christmas/winters Decoration Fire circle finish.	
	<p><u>Session 10 Hapozome, hammers and Festive fire</u></p> <p>How to use a hammer safely To be able to transfer the leaf pigment to linen cloth.</p> <p>To know what a wooden tree cookie baubles looks like.</p> <p>To know reindeers have antlers and black noses. To know that free play can be as imaginative as possible. To know being safe around a fire is really important. To review the terms outdoor learning.</p>	<p>Sun always shines on.... Aerial maps and Hand drills Use a hammer safely. Transfer plant colour to a linen bag using Hapozome technique. To know how to colour in and thread wool through cookie hole and tie a knot. To know how to dangle bauble from evergreen tree. To know how to use charcoal to get a black nose and to use twigs as antlers To free play To know how to be safe around the fire by always stepping outside of the fire circle and only come in when invited. To know how to boil potatoes on a fire. To know how to safely select a hot potato and eat it.</p> <p>Fire circle finish</p>	<p>The night tree book</p> <p>Wooden cookies, wool</p> <p>Fire safety bag</p> <p>Potatoes, kettle, baking tray</p> <p>Charcoal</p>
3	<p><u>Session 1 Outdoor Learning safety skills Winter, ice and seasons</u></p> <p>To know what is the correct outdoor learning clothing</p>	<p>Sun always shines on.... importance of wearing the correct outdoor learning clothing...Learn how to run around the fire circle safely</p> <p>To know how to chant the 3 rules with actions</p>	<p>First aid kit Laminate with Silver birch, Cherry blossom, Rowan, Sycamore, Hawthorn, Horse</p>

	<p>3 rules of outdoor learning Wolf cry return and reasons What are winter facts? 22Dec 2019- 20 March 2020. Listen to the secrets of winter book and remember the winter animals. <u>Which UK animals hibernate</u> What is ice? Know where our trees are and the changes they will go through. How the trees change through the season. Choose a tree and go look at it in detail. Watch as the seasons change. Think of a tree at home or nearby. Start to observe it.</p>	<p>Be able to return to the fire circle when the Wolf cries. Be able to discuss what winter is to them with their partner. Participate in the winter animal activity. Observational skills- Go look at all our trees in detail. Are they straight, do they have different coloured bark etc Create a picture using natural resources to show a tree through the seasons. (windless day needed) or recap on anatomy of tree from yr2 and design a tree. Make an ice experiment- frozen gloves/baking trays/cake trays. Fire circle finish</p>	<p>chestnut trees and their leaves flowers and fruits. Bird bath Oak tree (mine) Potted tree whips Secrets of Winter book Oak tree season book My seasonal tree Ice making equipment, baking trays, muffin trays, plastic bottles etc</p>
	<p><u>Session 2 – Bird ID & Ponds</u></p> <p>Link to last week's winter- frozen items and bird baths Link to tree- where do birds live?</p> <p><u>Be able to ID 6 UK birds</u></p> <p>What is migration?</p>	<p>The sun always shines on.... (Review last week's learning) Outdoor learning clothing, winter, ice and seasons.</p> <p>Play the bird identification game</p> <p>How to make a pond. How to use and fork and spade safely</p> <p>Migrating bird game</p>	<p>First aid bag</p> <p>Bird bath examples RSPB birds Pond equipment tarp or black bin bags, spade, stones and logs</p> <p>Globe Pond - plant pot trays, stone, plastic sheets, stones etc</p>

	<p><u>Session 3 - The Great British Bird watch 2020</u></p> <p>Link to last week's session by being able to identify our UK birds Which birds will be here in UK in winter? Know how to make a bird's feeder Different birds' different food Use the hide</p>	<p>The sun always shines on..... (review last week's learning) bird identification and migration</p> <p>Build a hanging bird feeder Fill the bird feeders Make cheese seed ball feeders Make pear seed feeders Be part of the GBBW – record results Black bird feeds meal worms off the ground. Green finch sunflower hanging feeder.</p>	<p>RSPB birds Bird story Globe TGBBW recording sheet Hand drill and drill bits</p>
	<p><u>Session 4 Bird skeleton – Human skeleton</u></p> <p>Link to last week's sessions by looking at the bird skeletons features- identify Compare bird skeleton to that of a human Functions of skeleton Muscle groups exercises and stretches</p>	<p>Sun always shines on... (review last week's learning) great British Bird watch, bird feeders</p> <p><u>Be able to construct a human skeleton using sticks twigs</u> Design an exercise using a branch/twig. Eg dead lift, bicep curl.</p>	<p>Bird skeleton Bird skeleton laminate Human skeleton laminate Fox skull</p>
	<p><u>Session 5</u> <u>Fire and fire safety.</u></p> <p>Link to last week's session by asking how did early man eat what he captured? Birds are relatively easy to</p>	<p>Sun always shines on... (review last week's learning) bird and human skeleton</p>	<p>First aid bag Fire first aid box Fire PPE</p>

	<p>catch.</p> <p><u>To know how to sit around the Fire circle safety</u></p> <p><u>To know the technique to use a Flint and steel</u></p>	<p>Be able to kneel at the fire safely</p> <p>Be able to toast a marshmallow safely.</p> <p>Have a go at using a flint and steel to set cotton wool alight safely</p>	<p>Marshmallows</p> <p>Flint and steels</p> <p>Cotton wool</p> <p>Fire box</p>
	<p><u>Session 6-</u></p> <p><u>Winter flowering plants structure and function – Henry Moore</u></p> <p>Name our winter flowering plants. Daffodil, snow drop and crocus</p> <p>Know how to plant a bulb</p> <p>What a bulb is</p> <p><u>Life cycle of a flowering plant</u></p> <p>Class garlic bulbs progress</p> <p>Investigate our edible plants. Hot mustard lettuce and</p> <p>Design own plant with mixed up edible parts eg stalk=celery, flower=broccoli, roots= carrot</p> <p><u>Henry Moore sculptures look like bulbs</u></p>	<p>Sun always shines on.... (review last week's learning)</p> <p>.... Fire safety</p> <p>Perform in the life cycle of a flowering plant.</p> <p><u>Recognise a bulb from looking at the daffodil and garlic bulb.</u></p> <p>Plant Bulbs for spring.</p> <p>Design and construct a sculpture using mud straw and sticks. Links to Henry Moore</p>	<p>Mixed Bulbs</p> <p>String</p> <p>Compost mud in trug</p> <p>Sticks, straw</p> <p>Edible parts of a plant laminate</p>

	<p><u>Session 7</u> <u>Spring approaching- Bees</u></p> <p>Link to last week's winter flowers to bees <u>Why are bees and other flying insects so important</u> How bees pollinate, watch demonstration Types of flowers bees love Know how to Plant bulbs link bulb shape back to Henry Moore sculpture shape.</p>	<p>Sun always shines on.... (review last week's learning) Winter flowering plants and Henry Moore</p> <p>Design a flower using a cone as the style, stigma and ovary. Using tennis balls as pollen, cardboard anther and plank filament. Play the bee moving pollen game Plant a bulb, wildflower seeds to attract pollinating insects. Performance of the bees- dance/routine to signify distance, direction and landmarks.</p>	<p>Bee book Flower resources Beehive Spades and forks Trowels Flower diagram laminate Bulbs 6 cones titled stigma style ovary Cardboard Anther Pollen tennis balls</p>
	<p><u>Session 8</u> <u>Vikings</u></p> <p>Link to bees leaving homeland to obtain resources like Vikings. To know homeland, invade and settle How to carry a branch safely. Who, why, where when of Viking invaders? (see laminate) Strongest hardworking Viking man and cleaver woman gets special clothing.8 important Vikings become Earls (8). Ultimately arrow game losing man dies in battle and is sent off on the burial ship. Kings = crown Shield Maidens = warrior women Earls (chieftains) Freeman and women owned land and</p>	<p>Sun always shines on (review last week's learning).....Bees</p> <p>Design and make a Viking homeland house including toilet, long boat including outline, dragons head, shields and sail. Games, and Burial ship and ritual. Fishing rods.</p> <p>Participate in the homeland life, making boats, setting sail (2nd and 3rd born boy set sail) making fishing rods and Viking games,</p>	<p>Vikings laminate Viking material/costume Loppers /secateurs String for fishing rods Sail Investigation box Tennis balls Treasure boxes</p>

	<p>were farmers and warriors. Slaves</p>		
	<p><u>Session 9</u> <u>Compost Stew and potions</u></p> <p>To know what compost is made of. Listen to the story Compost Stew. To listen to the story Yucky worms</p> <p>Link potions to George's marvellous medicine Sit spots are meditation in nature.</p>	<p>Sun always shines on..... (Review last week's learning)Vikings To make mini composts using natural materials around. Pull out the contents of the plastic bags full of leaves collected in year 2 Autumn. Delve into the leaf mulch to discover the decomposed leaves and creatures. Detrivores. Listening to nature, sit spots and yoga moves.</p>	<p>First aid bag. Compost Stew book Paper, fruit, coffee grounds, cardboard, grass, Christmas tree needles. Yucky Worms book Trug Compost Trugs and buckets</p>
	<p><u>Session 10 Finale fire Easter and Rebirth of nature</u></p> <p>The sun always shines on those who have enjoyed outdoor learning this term Review all our topics, hibernation, Birds and bird feeders, Human skeleton and compare to a birds, life cycle of a flowering plant, recognise a bulb, relate to Henry Moore sculptures, Bees and their importance, pollination story, Georges marvellous medicine, ,sit spots, Viking and onion soup fire to finish.</p>	<p>Sun always shines on..... (Review last week's learning) ...Easter and potions</p> <p>Listening to nature, sit spots and yoga moves.</p> <p>How to sow wildflower seeds to attract our bees, so they can pollinate our fruit and veg. How to chop up our own grown garlic and onion for Viking onion soup. Concoct a Georges Marvellous Medicine potion</p>	<p>First aid bag Fire kit, Grill, pans Garlic & bread ingredients Onions, baking tray, knife Pestle and mortar Butter and Butter knives Fire sticks Hand washing,</p>

	<p>Watch how to light a fire safely Fire safety around the fire circle <u>How to make Viking onion soup</u></p> <p>Free play, enjoying loose parts.</p>		<p>soap, bowl Baking trays and containers</p>
4	<p>Correct kit, waterproof footwear, trousers and coat. We look after ourselves, we look after our friends and we look after our beautiful outdoor learning area. Understands the importance of the wolf howl and what action to take.</p> <p><u>Can define and describe the Spring Equinox.</u> <u>Can define solstice</u></p> <p>Be able to name and describe your house tree.</p> <p>To know the lifecycle of a Dandelion. (The only plant that you can see the different lifecycle stages at the same time) Understand the benefits and principles to camouflage.</p> <p>Review learning.</p>	<p><u>Session 1 Spring Equinox, camouflage and clay</u></p> <p>The sun always shines on.... Running in answer to the question. The correct Outdoor Learning kit. What we did in year 3 outdoor learning. 3 Rules of Forest School- responsible for self, bringing own kit, work as part of a team and look after OL area. Not to pick anything which is growing or hurt any living thing.</p> <p>Spring equinox observations, discussions and meaning. To observe what has changed in nature in our OL area.</p> <p>Team up with house tree activity. (Chestnut, Sycamore, Willow and Oak) Visually represent your house tree.</p> <p>Create a dandelion story board</p> <p>Camouflage hand activity. Hide activity.</p> <p>Learning circle Finish</p>	<p>First aid bag Equinox and Solstice laminate House tree saplings Clay Charcoal Xmas tree Tarps</p>

	<p>To review last weeks session on Spring equinox, solstice, Camouflage. What is soil?</p> <p>To know organic biodegradable natural matter. To know living organisms which help decompose the natural matter. To know the role of worms, microbes and bacteria.</p> <p>Know the different layers. To know organic matter and different types of soil. To know bedrock turns into rock particles and ultimately into soil.</p> <p>Why are we planting pants? What makes a good experiment? <u>How do we know what is good soil? Bacteria, microbes and worms.</u></p>	<p><u>Session 2 Home grown pants!</u></p> <p>Sun always shines on Spring equinox, trees, camouflage.</p> <p>Investigate the decomposition pots. Identify natural material in them. Identify any living creatures in it.</p> <p>To be able to fill glass jars with soil and water. Leave to settle. This activity demonstrates that there are different types of soil and how much organic matter is in soil.</p> <p>Soil quality experiment using 100% cotton 'pants' Plant the pants.</p> <p>Plant seeds into soil. Use vermiculite. Seeds to seed trays, to planting on raised beds.</p> <p>Learning circle finish.</p>	<p>First aid bag Decomposition pots Coffee jar with soil sample and water in left 24hrs.</p> <p>Cotton clothing Spades and forks Seeds, trays, compost</p>

	<p>What is weather? Why is water and wind so important to our weather?</p> <p>Why is rain so important to the water cycle? Listen to the raindrop book. <u>Water as a limited resource and how can we protect it.</u> To know the Water Cycle</p> <p>To know how to conserve rain water</p>	<p><u>Session 3 Weather and water cycle</u></p> <p>The sun always shines on...planting pants to see quality of soil. What is good soil? How do we get good soil?</p> <p>How to measure the weather using the rain gauges and temperature gauge. (Pinecone prediction test.) Action out the water cycle. Groups to work out own. Consolidate with.... Evaporation, puddle-water vapour, wiggle up-condensation cloud-precipitation, rain. Add in extra eg transpiration, rain on mountain which leads to a stream to a river Design and start water collection task. Learning circle finish.</p>	<p>First aid bag. Rain gauge Plastic bottles Debris Cotton wool What makes it rain book Raindrop book Water cycle laminate Water collection vessels. Tarps and trugs. Watering can. Coffee jars 1-6</p>
	<p><u>Hedges, to know why they are important. Aggressive agricultural farming. Hedge loss.</u> <u>What is erosion? Why is it important to prevent soil erosion.</u> <u>Why flooding happens, what we can do to prevent it.</u> Link to climate change. How can we solve the problem of our flooded field?</p>	<p><u>Session 4 Flooding, flood prevention and irrigation</u></p> <p>The sun always shines on.... Water cycle, precious resource and water collection</p> <p>Participate in and predict soil erosion activity sphagnum moss pots activity. Create a river activity. Natural flood defences. Design and implement irrigation ideas.</p> <p>Fire circle finish</p>	<p>Planks for hedge line and loss. Sphagnum moss Pots and soil Branch Chorlton brook photo Re wilding book</p>

	<p>Know the tool talk for secateurs and loppers.</p> <p><u>Foraging facts and safety</u></p> <p>Identify edible weeds. Dandelion, Clevers (sticky weed), Wild garlic, Hawthorn leaves, nettles and plantain.</p> <p>Discover dandelions</p> <p>How to make nettle cordage</p>	<p><u>Session 5 Wonderful weeds</u></p> <p>The sun always shines on....</p> <p>Firewood collection and storage.</p> <p>Once the secateurs tool talk can be demonstrated, cut up the Silver birch twigs and bundle together. Or xmas trees.</p> <p>Once the lopper tool talk can be demonstrated, cut up the branches and store in size order.</p> <p>Make wild garlic pesto</p> <p>Make nettle cordage.</p> <p>Collect Plantain moisturiser</p> <p>Fire circle finish</p>	<p>First aid bag.</p> <p>Secateurs</p> <p>Loppers</p> <p>Weed</p> <p>Dandelion book laminate of life cycle.</p>
	<p>Know what weeds are safe to eat. Safety first never eat anything unless you are 100% confident in its identity.</p> <p><u>Know the fire triangle</u></p> <p>Know and demonstrate the fire safety rules and practices before being allowed to approach the fire.</p>	<p><u>Session 6 Fire and stick games</u></p> <p>The sun always shines on.....</p> <p>Collect Dandelion, wild garlic (pre collected from Water park), sticky weed and fresh hawthorn.</p> <p>Safely approach the fire, safely kneel in the safe position, once in position conduct fire activity, safely return to seat. Always eat while seated.</p> <p>Use a wonderful weed recipe.</p>	<p>First aid bag</p> <p>Fire safety bag</p> <p>Weeds.</p> <p>Dandelion, sticky weed, hawthorn and garlic leaves.</p> <p>Nuts</p> <p>Matches loads</p> <p>Wind protection.</p> <p>Fire triangle laminate.</p>

	<p>To know our trees. Cherry Blossom, Silver Birch, Orchard trees, Buddlei, Hawthorn. Rowan standing dead wood.</p> <p>Listen to the story “The Last Wolf” only 5 pages. Why were the trees important in the story. Why do we need our trees. <u>What is an ancient woodland and why are they so important? Carbon Dioxide storage.</u></p> <p>To know how the tribe on Easter Island met their own demise. Consequences of not conserving a natural resource.</p> <p><u>Understand the basic principles of photosynthesis.</u> To know that photosynthesis takes place in the leaf. To know the role of sunlight, water, carbon dioxide, oxygen. Higher learners to know where and the role of a</p>	<p><u>Session 7 Trees and Conservation Easter Island</u></p> <p>The sun always shines on.....</p> <p>To be able to run to our trees and say why they are important and what they are thankful for. Cherry Blossoms-hug the trunk, Silver Birch-thank you for oxygen, Orchard trees- thank you for our fruit, Buddlei-thank you for the nectar and pollen, Hawthorn-beauty. Rowan standing dead wood for our insects.</p> <p>To discuss with partner why we need our trees. (Human food, oxygen, carbon storage, stress relief, wildlife habitats and food.)</p> <p>4 groups of 7/8 . Perform conservation game. Work out how to get Easter Island head from A to B using poles. 2 roll again, 2 use 5 planks to make house outline, 2 use 5 branches to make canoe outline, 2 use 4 logs to make funeral pyre, from each team.</p> <p>Participate in the basic photosynthesis performance. (not balls)</p>	<p>First aid bag The last Wolf book</p> <p>Easter island men. Easter island game trees. Rolling poles, plank for Easter head.</p> <p>Photosynthesis laminate.</p>
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	stomata.		
	<p><u>What is local conservation?</u> What can we do to promote wildlife in our gardens and our outdoor learning area? Water, wildlife and soil. Why do we need to encourage more bugs? Why are water run off garden so important?</p> <p>What are sit spots and why do we enjoy them. What have you discovered today?</p>	<p><u>Session 8 Local conservation or River trip?</u></p> <p>The sun always shines on.....Easter island demise and lesson to learn.</p> <p>Grp 1 – Investigate the guests in and how to improve our bug hotels in school. 9 (new roof)</p> <p>Grp 2 - How to design and build a water run off garden?</p> <p>Grp 3 - Create a stick habitat.</p> <p>Grp 4 – Improve soil. Collect grass to decompose. Plant edible plants.</p> <p>Enjoy a sit spot.</p> <p>Perform some yoga moves.</p> <p>Fire circle finish</p>	<p>First aid bag</p> <p>Plants.</p> <p>Bin bags.</p> <p>Watering cans</p> <p>Edible plants</p>
	<p>Know what willow looks like compared to the whips.</p> <p>Watch demonstrations on fedging.</p> <p><u>What are sit spots and why do we enjoy them?</u></p> <p>Why being outside is good for our mental and physical health?</p> <p>What have you discovered about nature</p>	<p><u>Session 9 Willow weaving, sit spots and yoga</u></p> <p>The sun always shines on....</p> <p>Soak the willow whips, contribute to the planting of a willow fence or fedge!</p> <p>Create stick game using only 2 sticks each.</p> <p>Enjoy a sit spot.</p> <p>Perform our yoga moves.</p> <p>Fire circle finish</p>	<p>First aid bag</p> <p>Willow whips</p> <p>Explore and discover box</p>

	from your sit spot today?		
	<p><u>Understand the meaning and use of abundance of natural resources.</u></p> <p>Know what a 3d sculpture and nature collage looks like</p> <p>Know and repeat the fire safety rules and fire triangle.</p> <p>What resources do we need to bake over a fire?</p> <p>What activities have you enjoyed during outdoor learning?</p> <p>What learning has most inspired you?</p>	<p><u>Session 10 Fire, Collages and sculptures</u></p> <p>The sun always shines on....</p> <p>Create a team 3D sculpture using natural resources.</p> <p>Create an individual collage using natural resources in abundance.</p> <p>Bake an apple/banana filled with fruit. Be able to wrap own apple in foil creating a handle. Position own banana on fire using fire safety gloves.</p> <p>Enjoy creating art using nature loose parts.</p> <p>Fire circle finish</p> <p>Review terms Outdoor learning.</p>	<p>Fire safety bag</p> <p>Water cannister x2</p> <p>First aid bag</p> <p>Fire bag</p> <p>Explore and discover box.</p> <p>Apples bananas and fruit. Cinnamon.</p> <p>Cooking utensils.</p> <p>Foil</p>
	TO KNOW	TO KNOW HOW	RESOURCE
5	<p>To know we look after self, friends and Outdoor Area</p> <p>Correct outdoor kit</p> <p>Return command</p> <p>To know what a lean-to shelter is</p> <p>To know what's a lark's foot knot</p> <p>How to make a tripod shelter</p> <p>Knots</p>	<p><u>Session 1 Shelters types</u></p> <p>To know how to chant the 3 rules of outdoor learning</p> <p>Sun always shines on.... Kit</p> <p>Baby wolf return activity</p> <p>Shelter demo. (Lean to) extended rope and log secured</p> <p>Larks foot knot demo and practice in pairs</p> <p>Tripod shelter demo in circle</p> <p>Group shelters activity. Test with water.</p> <p>Fire circle review</p>	<p>Tarps</p> <p>Rope/cord box</p> <p>Scissors</p> <p>Cut lengths of 30cms para cord</p> <p>3 large branches</p> <p>Water canister</p>

	<p>3 rules</p> <p>Larks foot, basic knot and bow</p> <p>To know humans, need shelter water, food fire and comfort. Design and make own shelter with all the above.</p>	<p><u>Session 2 Shelter and human needs.</u></p> <p><u>Larks foot knot</u></p> <p>3 FS rules</p> <p><u>Sun always shines Review last lesson and relate to today's session by asking questions and those who know the answer run around the outside of the fire circle (warm-up).</u></p> <p>knot</p> <p>Listen to Story of Life pages Monkeys to Humans making shelter.</p> <p>Hunter gathers skills... In groups create Maslow's hierarchy of needs. Shelter, Water, Food, Fire and comfort</p> <p>Fire circle review</p>	<p>Tarps</p> <p>Rope box</p> <p>Water canister</p>
	<p>Shelter, water food, fire and comfort</p> <p>Trees used in shelters, capture water, food production, fire and comfort</p> <p>What an Oak tree looks like</p> <p>Can demonstrate the life cycle of Sun, seed, seedling, sapling, small tree, full grown tree, dying and decay.</p> <p>To know our trees, Cherry blossom,</p>	<p><u>Session 3 Life cycle of an Oak, Autumn planting and leaf recognition</u></p> <p>3 FS rules</p> <p><u>Sun always shines on Review last lesson.....Hierarchy of needs</u></p> <p>How do trees relate to last week?</p> <p>Life cycle of an Oak tree activity</p> <p>Plant an acorn and decorate bio-degradable pot</p> <p>Autumn equinox discussion</p> <p>Trees around us and why we need them.</p>	<p>Oak sapling in pot</p> <p>Leaf hunt laminates</p> <p>Acorns</p> <p>Biodegradable pots</p> <p>Compost</p> <p>Conkers</p> <p>Wool or string</p> <p>Nut holder</p>

	Hawthorn, Rowan, Silver birch and horse chestnut. Where they are and what the leaves look like.	Leaf hunt and ID activity Horse chestnut spiders web activity Fire circle review	
	<p>To be able to recognise Horse chestnut, Silver birch, Cherry blossom, Hawthorn</p> <p>To be able to understand the life cycle of an apple tree</p> <p>To be able to name 4 different types of seed dispersal</p> <p>To be able to recognise Sycamore tree by it leaves and or seeds</p>	<p><u>Session 4 Seed dispersal and tree recogniion</u></p> <p>3 FS rules <u>Sun always shines on... Review last week... oak tree life cycle and relate to todays session tree recognition.</u> Tree recognition game... Port starboard Leaf recognition string activity How do apples grow story? Seed dispersal activity Nature trail to Sycamore Trees, Collect seeds</p> <p>Fire circle review</p>	<p>Leaf laminates String Sellotape Sycamore leaf laminate Biodegradable pots Compost Elastic bands</p>
	<p>Collect a leaf and seed of sycamore</p> <p>Apple anatomy design replication using natural environment.</p> <p>To be able to reproduce the reproductive parts of an apple tree, Stamen, pollen, pistil ovary sepals' petals using natural resources.</p> <p>To know different pollinators. Bees, wasps, butterflies and moths.</p> <p>To kneel safely at the fire. Abide by the fire circle safety rules</p>	<p><u>Session 5 Apple anatomy and Fire</u></p> <p>3 FS rules <u>Sun always shines on..... review last week's knowledge. Our trees and leaves. Seed dispersal and relate to anatomy of an apple.</u> Look at the Apple anatomy. Replicate apple anatomy using nature as female and male parts of the apple. etc Apple anatomy pg14+ Link with seed dispersal of Sycamore tree, collect Sycamore seeds and use to make a dragon fly</p> <p>Fire.....</p>	<p>Anatomy of apple laminate Apple to dissect Explore discover box</p> <p>Fire safety equipment</p>

	Warm a marshmallow and abide by the safety rules of eating a hot marshmallow.		Fire lighting equipment Marshmallows and apples Whittled sticks
	<p>To know the English defeated the Spanish</p> <p>To know Drake was a pirate and he took Gold from the Spanish</p> <p>First English to circumnavigate the globe</p> <p>To know he brought back spices from the new world. Peppers, Vanilla</p> <p>To know how to use secateurs safely.</p>	<p>Session 6 Tudor exploration</p> <p>Sun always shines on.... anatomy of apple</p> <p>Sir Francis Drake Q and As</p> <p>Boat building activity</p> <p>Participate in Cannon activity. English ship verses the Spanish.</p> <p>Spiders web</p> <p>Spices of the new world.</p> <p>Secateurs' tool talk and safety</p> <p>Cut 2 twigs approx. 30cms long</p> <p>Introduction to happy movements</p>	<p>Dodge balls</p> <p>Spices</p> <p>Secateurs</p> <p>Branches</p>
	<p>Have a go at tying a basic knot onto a stick,</p> <p>Have a go at lashing two sticks together</p> <p>Have a go at securing two sticks together using frapping.</p> <p>To re-enact tutor facts, using natural surroundings</p> <p>To perform a move which makes them happy?</p>	<p>Session 7</p> <p>Sun always shines on.....Sir Francis drake and secateurs safety</p> <p>Demonstrate lashing</p> <p>Tudor life- re-enactment, Chess, Henry viii, Dance,</p> <p>Tudor Exploration</p> <p>(Garlic planting, mulching & Pudsey day)</p> <p>Happy moves</p>	<p>Branches</p> <p>Secateurs</p> <p>String and wool</p> <p>Tudor life laminates</p>

	<p>Practice tying a knot, lashing and frapping two sticks together. Perform an aspect of the story of evolution. To know when humans first arrived, if earths beginning was 24hrs. (23hours and 58minutes)</p>	<p><u>Session 8</u></p> <p>Sun always shines on.....Tudor explorers and life Lashing demo and activity. Read the Story of Life-Evolution to the group Group to make up a performance of an aspect of evolution using natural surroundings. Starting at one side of field to the other as a timeline. Q&A the evolution timeline as a 24hr period.</p>	<p>Secateurs String Story of Life-Evolution book.</p>
	<p>To know the 10 benefits to planting hedges; Increase habitats for birds and insects. Reduces pollution exposure from roads, reduce noise pollution, stabilize soil, wind break, Food source, increase pollination, moisture retention, beautiful and privacy screen. To be able to and have a go at planting a hedge sapling/whip.</p>	<p><u>Session 9 Benefits of hedges</u></p> <p>Sun always shines on...evolution Hunters gathers evolved into agriculture and large fields. Hedgerows replaced woodlands. Now vast fields have replaced hedgerows. Why is it important to have hedges? Planting hedge activity. Dig the soil over, aeriated, trench, plant cover and secure stake and protector 10 benefits of planting a hedge row activity (Seed gathering activity)</p>	<p>Hedge whips, stakes and protectors Spade, Forks, Trowel Wheelbarrow Labels Straw Cardboard, scissors</p> <p>Secateurs Discovery box Para cord</p>
	<p>Review hedges and their benefits</p> <p>To use a hand drill safely.</p> <p>To make or design something using the skills they have learned over the term within outdoor education</p>	<p><u>Session 10 Hand drill</u></p> <p>Sun always shines on..... Hedges and new skill Tool talk for Palm Drill. Christmas/Winter natural resources items Limited resources activity. 4 Dark green para cord, tarp, 1 string. To make something using lashing and frapping Use larks' foot Plant two tree saplings</p>	<p>Hand drill Kindling sticks</p> <p>Gloves Discovery box Natural resources; Holly , Tree saplings</p>

	<p>To design own name using natural resources.</p> <p>To be able to use tools to make a yule log, Christmas/Winter wreath.</p>		Trowel
	<p>To know how to use a hand drill.</p> <p>To know how to make a Christmas/winter item from natural resources</p> <p>To recite fire safety.</p> <p>To make cook and eat stuffed peppers and apples.</p> <p>Review outdoor learning. Which lessons they enjoyed and what they would like to do in year 6.</p>	<p><u>Session 11 Wreaths and Festive fire.</u></p> <p>Sun always shines on.... Palm Drill safety</p> <p>Review terms learning; knots, Shelters, life cycle of oak tree, seed dispersal, acorn planting, Apple tree anatomy, Tudor exploration, evolution, hedges, Secateurs, palm drill.</p> <p>Festive fire</p> <p>Christmas items from natural resources. Wreaths</p> <p>Park Road review.</p> <p>Outdoor Education review- Thoughts and feelings.</p> <p>Benefits and progression.</p>	<p>Secateurs, Hand drill</p> <p>Holly and another evergreen</p> <p>Gloves</p> <p>Fire safety</p> <p>Fire PPE</p> <p>Peppers and apples</p> <p>Foil, sugar, cinnamon.</p> <p>Knife, tray, bin bag</p> <p>Hand washing- Warm water, soap, bowl</p>
6	<p>3 rules of Outdoor learning – Look after self, friends and Outdoor learning area.</p> <p>Fire circle and tool circle safety</p> <p>To learn how to tie a Larks foot onto a tarp.</p>	<p><u>Session 1. Survival of humans and types of shelter</u></p> <p>Sun always shines on.... Correct outdoor learning clothing and why.</p> <p>To be able to tie a plait</p> <p>To be able to tie a larks foot</p>	<p>First aid bag</p> <p>Different coloured wool pieces x3 x30</p> <p>Forked ended sticks/branches</p> <p>3 x 5mts paracord.</p>

	<p><u>To know how to make an Tripod shelter, Lean to shelter and Washing line shelter.</u></p> <p>How to carry a branch safely</p> <p>What we need to survive- shelter, water, food, fire and comfort. (Air, sleep & clothing) Maslow's physiological needs.</p>	<p>To be able to make a tarp shelter</p> <p>To be able to make an Tripod shelter</p>	<p>12 x 1mtrs paracord.</p> <p>6x 50cms paracords</p> <p>Tarps</p> <p>Explore Discover & investigate box</p> <p>Scissors</p>
	<p>Links to human survival last week and diverse environmental adaptations.</p> <p>Listen to the book "Lots the diversity of life on Earth"</p> <p><u>Define Bio-Diversity</u> – Link to Darwin yr5</p> <p>Diversity of birds- ID birds our common birds. Describe a given bird.</p> <p>How many different birds do we get on the field birds? Diversity.</p> <p>Eco-systems and how the diverse range of plants and animal interact and depend on each other.</p> <p>Devise a plan for a bird hide ready to build next week. 1x tyre, 2x pallet, 2xtarp</p>	<p><u>Session 2 Bio -diversity and Eco-system</u></p> <p>Sun always shines on (review last week's learning) Correct outdoor learning clothing, 3 rules, name of the knot/ shelter. Maslow's hierarchy of needs.</p> <p>Think of different plants animals and living things beginning with the tree cookie letter given. Bio-diversity cookies. Groups of 6/7 play the Bio-diversity circle. One falls all fall.</p> <p>Observational skills- Look at our field. Look at our trees. Observe bark differences. Use a frame</p> <p>Using the eco-system laminate, choose a role and explain how each creature interacts with each other. Food web.</p>	<p>First aid bag</p> <p>Diversity book</p> <p>Diversity cookies</p> <p>RSPB birds</p> <p>Para cord</p> <p>Darwin book</p> <p>Secateurs</p>

	<p>Links to bird diversity and how diverse are our UK bird populations. Link to biodiversity and Darwin's Theory of Evolution. Wolf/birds pages.</p> <p><u>How many UK birds do you know? Know at least 6.</u> Link to the British Garden Bird Watch.</p> <p>What resources we need to make natural bird feeders. (no plastic)</p> <p>Know that different types of birds like different food.</p> <p>How to build a hide.</p> <p>How to carry a pallet safely.</p>	<p><u>Session 3</u> <u>Big garden bird watch-diversity Auger tool</u></p> <p>The sun always shines on..... (Review last week's learning)...how to lash, diversity meaning.</p> <p>How to find out the diversity of birds in our local area.</p> <p><u>How to use an Auger tool safely</u></p> <p>Make a natural bird feeder for a particular type of bird. Black bird ground feeders. Blue tits, eat seeds suet and peanuts from feeders. Green finch eat sunflower hearts from feeders.</p> <p>Make a cardboard roll feeder.</p> <p>Build a bird hide.</p>	<p>First aid bag</p> <p>Darwin's</p> <p>Wolf/bird</p> <p>laminate</p> <p>Augers, drills</p> <p>Cardboard rolls, string, small stick, sunflower hearts.</p> <p>Wild bird food.</p> <p>Mixing bowl/baking trays</p> <p>Wooden spoons</p> <p>Paracord, reusable plastic ties</p>
	<p>Diversity of Birds links to last week.</p> <p><u>Bio-diversity- The range of plants animal, insects all living things on earth.</u> How everything is inter-linked. Food chain if one becomes extinct and how it affects those around it.</p> <p>Remember the food web and the symbiotic relationships.</p>	<p><u>Session 4</u> <u>Life cycles and how they link with Permaculture</u></p> <p>The sun always shines on....(review last week's learning) diversity of birds, hides, bird feeders</p> <p>No dig beds.</p> <p>To create a picture of permaculture setting using natural resources to represent each layer.</p> <p>How to plant a tree/hedge</p>	<p>First aid bag</p> <p>7 layers laminate</p>

	<p>Participate and remember the life cycle of an Oak. Acorn, seedling, sapling, oak, decay, to help understand the point of Permaculture.</p> <p>“Nothing is wasted and everything is used”</p> <p>Our broken life cycle- Think of the first things you do in the morning- Toilet and breakfast. How sustainable are those actions?</p> <p>See the everyday morning activity items which can be replaced with things that will Bio-degrade like the oak tree did.</p> <p><u>Permaculture definition. Everything is used nothing is wasted.</u></p> <p><u>7 layers- trees over story, understory, shrub, herbaceous, root, ground cover and vine</u></p> <p>Planting trees/hedges to start our park Road permaculture journey.</p>		
	<p>Links to last session on 7 layers and leaf litter.</p> <p>Permaculture definition - Everything is used, nothing is wasted. Trees, leaves and decay.</p> <p>What is a micro-organism? Listen to</p>	<p><u>Session 5</u></p> <p><u>Micro-organisms, humus, decomposition and soil biome.</u></p> <p>The sun always shine on..... (review last week’s learning)...Life cycle of oak tree , circle broken with plastic and Permaculture 7 layers</p> <p>Participate in humus in the making activity. Be leaves, insects, worms and microbes.</p>	<p>First aid bag</p> <p>Micro-organism book</p> <p>Plastic bottles</p> <p>Hack saws and</p>

	<p>the microbes' story book. What is the shop, our and year 2 bags made of? Look, listen and understand the definitions of Microbes, decomposition and humus laminate <u>Know how to make own compost using soil, straw, soil, leaves , soil, paper and soil.</u> Know how to carry activity equipment safely.</p>	<p>Investigate our bought compost, compost bin and year 2s leaf bags.</p> <p>Make own compost. Follow the diagram.</p> <p>Make team activity to perform balance, see saw, crawl and roll skills.</p>	<p>scissors Paper, straw, leaves</p>
	<p>Links to previous learning on permaculture and soil. <u>What is an eco-system</u> Why we are planting wildflowers <u>How can we increase diversity at home in our garden/outdoor space?</u> Why are bees crucial to our diversity?</p>	<p><u>Planting to increase diversity</u></p> <p>The sun always shines on..... (relate to last week's learning) ... Micro-organisms, soil and planting. How to plant wildflowers</p>	<p>First aid bag Diversity book Wildflower seeds Wooden labels Watering can</p>
		<p><u>Half term</u></p>	
	<p>To know the names of our trees on site by sight.</p>	<p><u>Session 6 Trees and measurements & the red squirrels debate</u></p> <p>The sun always shines on..... (review last terms</p>	<p>First aid bag Tree measurement</p>

	<p><u>Know different methods of measuring the age of trees</u>; hands =5years for girth,</p> <p><u>Know how to measure the height of a tree using the isosceles triangle method.</u> Measure the height by looking through legs and pacing out a meter at a time.</p> <p>Why we need trees, uses of our trees on site.</p> <p>The tree eco system- discusses possibilities.</p> <p>Know what we can use the broom for</p>	<p>learning)....Big garden bird watch, Diversity, permaculture, Micro-organisms, soil</p> <p>Use secateurs safely</p> <p>Learn how to make a broom using the Silver Birch twigs.</p> <p>Explore different methods of measuring our trees. Measure a trees height using the isosceles triangle method. (looking through legs)</p> <p>Measure the girth using hands= 5yrs</p>	<p>results chart</p> <p>Tape measure</p> <p>Winter tree guides- twig guide</p> <p>Tree eco system book.</p> <p>Red and grey squirrel</p> <p>String</p>
	<p>Learn a chosen skill from the Park road passport booklet.</p> <p><u>Know what a bare foot trail is and how to design a Bare foot trail</u></p> <p>Know how to make a set of scales</p> <p>Learn how to work together, how to listen to each other's ideas and decide which to use.</p> <p>(4 teams 15mns on each task.</p> <p>Add on to previous groups activity or start own)</p>	<p><u>Session 7 – Park road passport day- child centred learning.</u></p> <p>The sun always shines on.....(review last week's learning)...Tree measurements' and the squirrel debate..</p> <p>Design a barefoot trail, understanding the risks involved and plan for safety</p> <p>To try different methods of putting up a swing safely.</p> <p>Investigate how to make a stretcher</p>	<p>First aid bag</p> <p>Copy of the Park road passport booklet</p> <p>Baking trays</p> <p>Water container</p> <p>Towels</p> <p>2x yellow buckets</p> <p>Investigate box</p> <p>Blue rope</p> <p>Para cord</p> <p>Hammock</p> <p>Rope swing kit</p>

		<p>Investigate how to make some scales.</p> <p>Investigate how to make a super den.</p> <p>Sit spots technique- Learn how to sit still and quiet. Learn how to look for small detail in the immediate physical location. Learn how to watch and recognise small insects and creature. (weather dependant)</p>	
	<p>Remember visual imagery technique. (weather permitting) Learn new knowledge from the Park road passport booklet. Know how to lay 4 different types of fire How to build a fire. In teams collect the different sized sticks/kindling needed for building a fire. Store to dry Plan fire teams. What going to cook. Identify individual roles for fire task. Investigate method of putting up rope swing. <u>Know the safety points of whittling a stick using a knife.</u> Sit on a secure log an arm's length and tool length</p>	<p><u>Session 8 Fire planning, fire lays and types of tinder - visualisation techniques.</u></p> <p>Sun always shines on... (Review last week's learning) ... Passport activities, barefoot trail. Learn how to whittle a stick safely. Use correct technique and safety gloves.</p> <p>Participate in constructing the 4 fire lays.</p> <p>Participate in the collection and organisation of different sized kindling.</p> <p>Learn how to put up a hammock safely. Use the lark foot knot.</p> <p>Investigate how to put up a swing over a bough/branch.</p>	<p>First aid bag Park road passport booklet. 4x bags of kindling sticks Graduation of stick thickness Fire tinder types box Fire first aid, water, gloves, blanket Knives Gloves Hammock Fire lay laminate</p>

	<p>distance apart from each other, Feet firm on the ground, use a glove, whittle away from your body, hold the yellow handle, always put the sheath back on and return to OL teacher.</p>		
	<p>Know how to strike a flint and steel technique Different cooking techniques How to behave safely around the fire circle. Find signs of spring Design campfire song or music</p>	<p><u>Session 9 Fire and flint and steels</u></p> <p>Sun always shines on (Review last week's learning)..... Fire safety and fire lays Lay own fire. Light own fire. Be responsible for own fire. Cook over own fire Learn new fire skills in the outdoors Participate in cooking chosen item on the fire. Or tasting others. Have a go at the skill of striking a flint and steel</p>	<p>First aid bag Park road passport booklet Fire first aid, water, gloves, blanket Flint and steels cotton wool Vaseline Handwashing kit. Warm water, tray, soap, flannel Pans and utensils Extra kit pupils require.</p>
	<p>How Easter relates to the Outdoors- seasons Watch and learn from other peoples cooked items Review whole terms learning.</p>	<p><u>Session 10 Fire cooking and Easter</u></p> <p>Sun always shines on ... (review last week's learning)Fires and cooking Lay own group fire, light own group fire. Be responsible for own group fire. Learn new fire skills in the outdoors.</p>	<p>First aid bag Park road passport booklet Fire first aid, water, gloves,</p>

	<p>Review sticky knowledge. (underlined) What has been most enjoyed?</p>	<p>Participate in cooking chosen item on the fire. Or tasting others. Adhere to fire safety rules.</p>	<p>blanket Flint and steels cotton wool Vaseline Handwashing kit. Warm water, tray, soap, flannel Pans, utensils.</p>
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