

Opportunities for Learning in Outdoor Education at Mablethorpe Primary Academy- Term 5

Year group and skills	Teacher Led Provision	Continuous Provision	Informal Provision
<p>EYFS Attachment - Secured - Nurtured Discovering the Academy environment Learn by doing Develop of fine and gross motor skills Explore risk taking Fun in the Outdoors</p> <p>Effective Practice in Outdoor Learning</p> <p>Early Years Outdoors - Northern Ireland Curriculum</p>	<p>Use of outdoors in personal, social & emotional development - sharing, cooperating - parachute games Permission to be curious - cause and effect, pouring water - rolling a ball. Introduction to seasonal indicators and time of day - be out regularly in all seasons, shadows, position of the sun Guided in outdoor adventurous activities - introduction to picture maps and sense of place, use of trails Imaginative play - role play Shapes, Form, Patterns, Colour - leaves, twigs, stones/rocks, insects etc</p>	<p>Petting farm visits Outdoor nurseries Journeying through 'nearby nature' e.g. Academy woodland Nature reserve visit Growing plants from seed Collecting leaves and seeds</p>	<p>Outdoor Play Outdoor clothing loan Family Walks National Trust '50 Things https://nt.global.ssl.fastly.net/documents/50-things-activity-list.pdf</p>
<p>KS1 Exploration and Engagement with the environment To develop independence, confidence cooperative learning and inclusion Memory making and to develop a lifelong love of the outdoors To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations To follow an enquiry about the environment To communicate knowledge about the environment.</p>	<p>Guided in outdoor adventurous activities, teambuilding and Reviewing Local environment species identification - minibeast hunt, simple categories, nature table (share and display). Introduction to nature sustainable values & behaviour - growing, composting Describing affective nature experiences through written word and visual art - share in the awe and wonder Geography field trip - simple hypothesis testing (Scientific process) Regular access to outdoor learning opportunities in support of class-based learning.</p>	<p>Nature reserve visit Growing plants from seed Enjoying 'living outdoors' :-Camping, fire-lighting, cooking & shelter building Observing wildlife & keeping a journal Outdoor activity participation following guidance e.g. personal caching or orienteering sessions. Experience an overnight stay</p>	<p>School grounds play structures Family beach combing Nature trails Self led play in nearby nature Outdoor Activity Ideas from Learning through Landscapes</p>
<p>LKS2 Wider exploration and Engagement with the environment To develop further independence, confidence</p>	<p>Describing affective nature experiences through writing and art work. Link outdoor activities and problem solving and challenges</p>	<p>Outdoor activity participation following guidance or orienteering sessions (individually or in groups)</p>	<p>Age specific activity from 'Nature Organisations'. e.g. WWT or RSPB</p>

Opportunities for Learning through Outdoor Education Mablethorpe Primary Academy- Term 5

<p>cooperative learning and inclusion Memory making and to develop a lifelong love of the outdoors To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations To develop enquiry about the environment To communicate knowledge about the environment.</p>	<p>to class texts/topics (Stig, A quest - Odysseus, Survival/habitats, Viking Sagas) Geography field trip - hypothesis testing (Scientific process) - climate recording, impact day/night Developing teamworking and problem solving as part of PE OAA Exploring human impact and dependency on nature Use of Alfresco Maths Cards (I have brought a pack for each Academy)</p>	<p>Tree planting Woodland Trust - Free Trees Fruit & vegetable garden - Gardening Club Understanding your local community and cultural Keep climate/weather records</p>	<p>Fruit & vegetable garden - Gardening Club - RHS</p>
<p>UKS2 To develop independence, confidence and inclusion Managing Risk and Risk taking To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations Problem Solving Resilience Exploration and Engagement with the environment To develop independence, confidence cooperative learning and inclusion Memory making and to develop a lifelong love of the outdoors To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations To develop enquiry about the environment To communicate knowledge about the environment. To use the environment through the curriculum to experiment, feedback, reflect and review findings and knowledge.</p> <p>Solid foundation for Outdoor Learning Provision - Scotland's Outdoor Learning Guidance</p>	<p>Science experiments in nearby nature Mathematical patterns in nature - Fibonacci Sequence, buds pattern on stems etc STEM - Outside Basic competency in outdoor adventurous activities - solo orienteering on academy grounds, set/design course for others, orienteering in other locations (Academies in the area, parks and open spaces). Familiar with working together to solve problems, run a team building event for Year 2 class as transition to KS2. OAA PE curriculum delivered. Exploring human impact and dependency on nature - social action project/Eco-Schools. Help maintain and develop outdoor area. WWF have some great resources and activities. Share any project through and assembly presentation or on-line - run a campaign Expressing own relationship with nature through written word and visual art. Experience a multi-day residential Complete the National Outdoor Learning Award</p>	<p>Outdoor activity participation following guidance e.g. personal geo-caching or orienteering sessions (individually or in groups multiple night camps including cooking for self & others. Light a fire Increased reflection in and on nature. Playground 'buddies' Eco-champions Basic First-Aid Keep a record of birds and what they eat - RSPB Big School Bird Watch/Schools Wild Challenge</p>	<p>Remote walks with family or youth group Wildlife Trust Activities</p>



Progression of Learning in Outdoor Education Term 5

Mablethorpe Primary Academy

Year group and skills	Teacher Led Activities throughout Our Curriculum.	
EYFS Attachment - Secured - Nurtured Discovering the Academy environment Learn by doing Develop of fine and gross motor skills Explore risk taking Fun in the Outdoors	History	Re-telling of Jack and the Beanstalk story through role play in the nursery garden, taking turns being the different characters.
	Science/Geography	Planting of runner beans, looking at what a plant needs to grow. Tending to the nursery garden. Observing changes in the environment according to the season.
	Art	Using chalks outside to make large creations, fish, pirates, linked to topic.
	RE	Awe and Wonder - exploring different materials in water tray outside, observing which will float and sink.
	Computing	Using Kidizoom cameras outside independently to take photographs in the nursery garden.
Year 1 Exploration and engagement with the environment To develop independence, confidence cooperative learning and inclusion Memory making and to develop a lifelong love of the outdoors To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations To develop enquiry about the environment To communicate knowledge about the environment.	History	Victorian artefacts placed in the school environment. Take children on a Discovery Walk. What artefacts can they find? What do they think they were used for? Link to Geog – Place artefacts on a map.
	Geography	Go outside in lesson 1 and discuss the climate of the UK. Lesson 2- print off powerpoint slides, laminate and place them outside in the environment. Take children on a walk (in groups with an adult) and discuss What is the island of Jamaica like? What plants, buildings can you see? What are the people like? What are they wearing? What is the weather like? Have a map of the school grounds and children to place (with support)where they found each picture. What is the island of Jamaica like? What plants, buildings can you see? What are the people like? What are they wearing? What is the weather like?
	Science	Take children on a Discovery Walk with magnifying glasses to look at plants and talk about the parts of a REAL plant. Discuss where the seeds of the plant come from and also observe insects/bees collecting pollen. Take children to the area where we have recently planted trees and discuss the different trees we have planted. Look at the different trees around the peripheral of the existing forest and discuss the different types of tree they can see.
	Art	Look at the sky and discuss the colours that they see. How does it change when the sun goes down? Link to Bernard Hoyes work. Take a photograph of children dancing outside – This can be printed off and children can use this as the basis of the Jamaican Dancing Lady in their artwork. Have photographs of flowers that are native to the UK and Jamaica. Have them dotted around the outskirts of the forest/school field. Children to collect and sort into groups. How do they know which country they are from? Use the environment to discuss the flowers that they see growing in the school grounds. OR Have a child in a dancing pose, and draw round their shadow on bacing paper and create a collaborative artwork.
	RE	Lesson 3 – Take children outside to water the tree. Discuss In Islam, special job for human beings = to keep things in harmony = the straight path; what might they need to help them do this? What would happen if we did not keep things in harmony and water the trees? What would our forest look like? Discuss his in relation to muslim concept of harmony.

	Computing	Se the floor robots in the outdoor classrooms for smaller focussed group work. Use plastic matting if necessary for robots to move along. OR create laminated map for robots to move along – link to Geography mapping.
	Music	Sing outside at a socially distance. Perform using insts outside.
<p>Year 2</p> <p>Exploration and engagement with the environment Further develop independence, confidence cooperative learning and inclusion Memory making and to develop a lifelong love of the outdoors To develop reflective and inquisitive thinking along with problem-solving approaches in ‘real’ situations To develop enquiry about the environment To communicate knowledge about the environment.</p>	History	Victorian artefacts placed in the school environment. Take children on a Discovery Walk. What artefacts can they find? What do they think they were used for? Link to Geog – Place artefacts on a map.
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	Science	Take children on a Discovery Walk with magnifying glasses to look at plants and talk about the parts of a REAL plant. Discuss where the seeds of the plant come from.. Take children outside to play a seed dispersal game. Have cards with the different forms of dispersal and children have to act out this method e.g if a seed is blown in the wind like a dandelion seed, they pretend they are floating: If a seed is sticky, they pick up a bean bag and run with it and drop it in a different place.Germination experiment – place seeds in the polytunnel and observe them daily.
	Art	Look at the sky and discuss the colours that they see. How does it change when the sun goes down? Link to Bernard Hoyes work. Take a photograph of children dancing outside – This can be printed off and children can use this as the basis of the Jamaican Dancing Lady in their artwork. Have photograp[hs of flowers that are native to the UK and Jamaica. Have them dotted around the outskirts of the forest/school field. Children to collect and sort into groups. How do they know which country they are from? Use the environment to discuss the flowers that they see growing in the school grounds. OR Have a child in a dancing pose, and draw round their shadow on bacing paper and create a collaborative artwork.
	RE	Role play outside the stories of Ibrahim, Musa, Dawud, Isa, Muhammad. examples of them making good choices that help keep things in harmony. Evaluate: Thinking: how easy do you think it is to follow the example of the Prophets? (draw comparisons with making good choices in school) What would happen if we did not look after each other and our things? What would happen if we did not look after our forest? What would be a right choice to look after our sapling trees? Children to water the trees – make a good choice.
	Computing	Take children outside and have a range of pictures of PeterRabbit dotted around. Explain that these have all been copied by the photocopier as all of the pictures are the same. Give children time to go and collect a picture and then come back to the Outdoor classroom and paste them onto a sheet of paper. Discuss with the children the time it has taken to do this and explain that using a computer to copy and paste for a presentation is quicker and easier. This task is for children to understand the copy and paste concept.
	Music	Sing outside at a socially distance. Perform using insts outside.
<p>Year 3</p> <p>LKS2 Wider exploration and engagement with the environment Further develop independence, confidence cooperative learning and inclusion</p>	History	Timeline activity- Create a collaborative timeline outside. Have backing paper on the playground and teacher to draw a time line. Children have pictures of the significant individuals and periods of History .They discuss in their groups where they think these go on the timeline and present to whole class giving reasons for their ideas. Place on timeline-Teacher to help and guide – Teacher take a photograph and place in book. Role Play – Place children in groups and place at various places in the school environment. Role Play Egyptian entertainment outside. Take a group to visit each station in turn. Can they guess from the children’s roleplay what Egyptians did for their entertainment? – Take video and pictures as evidence,

<p>Memory making and to develop a lifelong love of the outdoors To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations To develop enquiry about the environment To communicate knowledge about the environment.</p>	Geography	Lesson 4 : Make a Shaduff out of garden canes, plastic bags and string and fill with water from one water tray to another. Have rulers in each water tray to measure the depth of the water like a Nileometer.
	Science	Lesson 1 Carnivore, herbivore, omnivore – Play Animal Switch game – Have 3 areas of the playground each with a label either 1 Carnivore, herbivore, omnivore. Teacher to read out a description of the animal and the food it eats. Children run to the area they think- 1 Carnivore, herbivore, omnivore Teacher then tells children the correct answer and the reasons why. Lesson 2 Food chains- Give each child a card with an animal etc from a food chain. Tell the children that they are Predator, primary consumer, secondary consumer etc. Children have to go round the playground to find the animals etc that would make up their food chain. Lesson 5 – Digestive system – Draw a digestive system on the playground in chalk. Children pretend to be bits of food travelling through the digestive system. Each part of the digestive system, children have to describe what is happening to the 'food' I am a piece of bread and I travel down the'
	Art	Lesson 2: Trace over the Egyptian outline and then on the back go over outline in white chalk. Go outside and place tracing paper over the brickwork outside the classroom. Trace over outline and the white outline should be traced onto the wall. Children could create their own Egyptian tomb painting in chalk on the outside of the classroom.
	RE	Lesson 1`Believing: Set pupils a challenge – in teams, they need to get from point A to point B, but in order to do so, they must construct a bridge using the resources available to them. This bridge must be able to get everyone in the team across from point A to point B. Ask them to reflect on this activity – how easy was it? Could they have done it on their own? Could they have made it from point A to point B without the bridge? Ask EYFS to use some of their resources for this. Lesson 3 Trinity: Go outside and discuss that a tree can be used as an example to explain the Trinity. See weblink. This is from a Catholic perspective. https://prezi.com/y_1qgk3cltj5/the-holy-trinity-as-a-tree/ Web link is for teacher knowledge.
	Computing	Prior to the unit take pupils on a local area nature walk during which they record examples of flora and fauna they observe, ideally by recording digital images using a digital camera, tablet, etc Remind pupils of their nature walk and ask them to share some examples of nature they observed. Algorithms –Small group work with adult - Children have algorithms already written but them cut up into strips and placed around the environment. Children to collect them and re-arrange into the correct order. Why do the steps have to be in the correct order?
	Music	Sing outside at a socially distance. Perform using insts outside.
<p>Year 4 Wider exploration and engagement with the environment Further develop independence, confidence and inclusion Memory making and to develop a lifelong love of the outdoors To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations.</p>	History	Timeline activity- Create a collaborative timeline outside. Have backing paper on the playground and teacher to draw a time line. Children have pictures of the significant individuals and periods of History .They discuss in their groups where they think these go on the timeline and present to whole class giving reasons for their ideas. Place on timeline-Teacher to help and guide – Teacher take a photograph and place in book. Role Play – Place children in groups and place at various places in the school environment. Role Play Egyptian entertainment outside. Take a group to visit each station in turn. Can they guess from the children's roleplay what Egyptians did for their entertainment? – Take video and pictures as evidence,
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Science	<p>Lesson 1 Carnivore, herbivore, omnivore – Play Animal Switch game – Have 3 areas of the playground each with a label either 1 Carnivore, herbivore, omnivore. Teacher to read out a description of the animal and the food it eats. Children run to the area they think- 1 Carnivore, herbivore, omnivore Teacher then tells children the correct answer and the reasons why.</p> <p>Lesson 2 Food chains- Give each child a card with an animal etc from a food chain. Tell the children that they are Predator, primary consumer, secondary consumer etc. Children have to go round the playground to find the animals etc that would make up their food chain.</p> <p>Lesson 5 – Digestive system – Draw a digestive system on the playground in chalk. Children pretend to be bits of food travelling through the digestive system. Each part of the digestive system, children have to describe what is happening to the ‘food’ I am a piece of bread and I travel down the’</p>
Art	<p>Lesson 2: Trace over the Egyptian outline and then on the back go over outline in white chalk. Go outside and place tracing paper over the brickwork outside the classroom. Trace over outline and the white outline should be traced onto the wall. Children could create their own Egyptian tomb painting in chalk on the outside of the classroom.</p>
RE	<p>Lesson 1”Believing: Set pupils a challenge – in teams, they need to get from point A to point B, but in order to do so, they must construct a bridge using the resources available to them. This bridge must be able to get everyone in the team across from point A to point B. Ask them to reflect on this activity – how easy was it? Could they have done it on their own? Could they have made it from point A to point B without the bridge? Ask EYFS to use some of their resources for this.</p> <p>Lesson 2: Trinity: Ask pupils to work in teams to try and lift an object – they have three separate threads and they must try and use each in turn. After this, ask them to bind the three threads together and try again – explore the idea that, for Christians, God is not three separate strands, but a single rope woven together as Father, Son and Holy Spirit.</p>
Computing	<p>Algorithms –Small group work with adult - Children have algorithms already written but them cut up into strips and placed around the environment. Children to collect them and re-arrange into the correct order. Why do the steps have to be in the correct order?</p>
Music	<p>Sing outside at a socially distance. Perform using insts outside.</p>
History	<p>Lesson 1 Timeline activity- Create a collaborative timeline outside. Have backing paper on the playground and teacher to draw a time line. Children have pictures of the significant individuals and periods of History .They discuss in their groups where they think these go on the timeline and present to whole class giving reasons for their ideas. Place on timeline-Teacher to help and guide –See History Time Line on Padlet.</p> <p>Role Play outside and at various stations around the school environment, aspects of Greek life. Divide children into groups to research an aspect of Greek life and then children are placed at stations around the school grounds. Each group takes turns in exploring the stations and learning about Greek life by asking the other ‘actors’ questions. Children can video each other – Computing link.</p>
Geography	<p>Tropics and time zones – Draw on playground the imaginary lines of the Equator and the Tropics of Capricorn and Cancer. Have hoops in places to represent different continents/countries. Teacher to give examples continents/countries to move to. Children to act out being hot,cold or cool depending on which continent/country teacher has shouted out. This can be adapted for time zones. Lines can be drawn in chalk to represent the time zones and children to start at GMT and then by walking to next time zones work out how many hours in front or behind the countries are.</p>

Year 5
To develop independence, confidence and inclusion Managing Risk and Risk taking
To develop reflective and inquisitive thinking along with problem-solving approaches in ‘real’ situations
Problem Solving
Resilience
Exploration and
Engagement with the environment
To develop independence, confidence cooperative learning and inclusion
Memory making and to develop a lifelong love of the outdoors
To develop reflective and inquisitive thinking along

with problem-solving approaches in 'real' situations
 To develop enquiry about the environment
 To communicate knowledge about the environment.
 To use the environment through the curriculum to experiment, feedback, reflect and review findings and knowledge.

Science	<p>Digestive system – Draw a digestive system on the playground in chalk. Children pretend to be bits of food travelling through the digestive system. Each part of the digestive system, children have to describe what is happening to the 'food' I am a piece of bread and I travel down the'</p> <p>Make a life-size diagram of the circulatory system. In pairs or small groups, one child to lie down on a long sheet of paper (e.g. wallpaper) while another draws around them. They then use this as the template. Children to then use the Human Circulatory System sheet to help them create a life-size diagram.- This can be done outside (weather permitting) on backing paper. OR Teacher could draw this already in chalk on playground and use it as a teaching tool instead of sitting inside.</p>
Art	<p>Lesson 2 Ancient Greece - Relief Printing: Children could create their own relief patterns in water based paints on the brickwork outside of the classroom.</p> <p>Lesson 4 – Can be done outside on the playground - This lesson, children will sketch their design onto large pieces of backing paper (only way we can get the size we want). They should use pencil to create the outline of their beasts, sketching lightly before darkening the lines they wish to keep.</p>
RE	<p>Lesson 1 "Believing: Set pupils a challenge – in teams, they need to get from point A to point B, but in order to do so, they must construct a bridge using the resources available to them. This bridge must be able to get everyone in the team across from point A to point B. Ask them to reflect on this activity – how easy was it? Could they have done it on their own? Could they have made it from point A to point B without the bridge? Ask EYFS to use some of their resources for this.</p> <p>Lesson 2: Thinking: Take pupils outside and ask them to find as many examples of the natural world as they can. They could produce a chart or a table to record the different things they find. Ask them to think about where these things come from.</p> <p>Lesson The Beatitudes - Thinking: Put pupils in teams and set out an obstacle course. One member of each team must be blindfolded and must attempt to navigate the course by themselves. They can then try to navigate the course again with the support and guidance of their teammates. How easy was each journey? Which did the blindfolded member of the team prefer and why?</p>
Computing	Record video of each other when performing roleplay in History.
Music	Sing outside at a socially distance. Perform using insts outside.
History	<p>Lesson 1 Timeline activity- Create a collaborative timeline outside. Have backing paper on the playground and teacher to draw a time line. Children have pictures of the significant individuals and periods of History .They discuss in their groups where they think these go on the timeline and present to whole class giving reasons for their ideas. Place on timeline-Teacher to help and guide –See History Time Line on Padlet.</p> <p>Role Play outside and at various stations around the school environment, aspects of Greek life. Divide children into groups to research an aspect of Greek life and then children are placed at stations around the school grounds. Each group takes turns in exploring the stations and learning about Greek life by asking the other 'actors' questions. Children can video each other – Computing link.</p>
Geography	Tropics and time zones – Draw on playground the imaginary lines of the Equator and the Tropics of Capricorn and Cancer. Have hoops in places to represent different continents/countries. Teacher to give examples continents/countries to move to. Children to act out being hot,cold or cool depending on which continent/country teacher has shouted out. This can be adapted for time zones. Lines can be drawn in chalk to represent the time zones and children to start at GMT and then by walking to next time zones work out how many hours in front or behind the countries are.

Year 6
 To develop independence, confidence and inclusion
 Managing Risk and Risk taking
 To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations
 Problem Solving
 Resilience
 Exploration and
 Engagement with the environment
 To develop independence, confidence cooperative learning and inclusion
 Memory making and to develop a lifelong love of the outdoors
 To develop reflective and inquisitive thinking along

with problem-solving approaches in 'real' situations
 To develop enquiry about the environment
 To communicate knowledge about the environment.
 To use the environment through the curriculum to experiment, feedback, reflect and review findings and knowledge.

Science	<p>– Digestive system – Draw a digestive system on the playground in chalk. Children pretend to be bits of food travelling through the digestive system. Each part of the digestive system, children have to describe what is happening to the 'food' I am a piece of bread and I travel down the'</p> <p>Make a life-size diagram of the circulatory system. In pairs or small groups, one child to lie down on a long sheet of paper (e.g. wallpaper) while another draws around them. They then use this as the template. Children to then use the Human Circulatory System sheet to help them create a life-size diagram.- This can be done outside (weather permitting) on backing paper. OR Teacher could draw this already in chalk on playground and use it as a teaching tool instead of sitting inside.</p>
Art	<p>Lesson 2 Ancient Greece - Relief Printing: Children could create their own relief patterns in water based paints on the brickwork outside of the classroom.</p> <p>Lesson 4 – Can be done outside on the playground - This lesson, children will sketch their design onto large pieces of backing paper (only way we can get the size we want). They should use pencil to create the outline of their beasts, sketching lightly before darkening the lines they wish to keep.</p>
RE	<p>Lesson 1 - Go outside and look at the apple tree outside Year 5 and 6. Use this to explain the Samsara (the cycle of life – example of an apple – tree cutting, fresh fruit, rotten apple) – connect with the Trimurti Brahma, Vishnu and Shiva (the Trimurti) .</p> <p>Lesson 3 – Judaism- Introduction to the lesson: Thinking: Ask pupils to sit outside in silence for one minute with their eyes closed. Once they have finished, ask them to record everything they have listened to. They could share their thoughts – how easy was it to listen? were any sounds more intrusive? Was there anything they heard that they felt they needed to respond to?</p> <p>Philosopher's café:-Can be set up outside using tables, chairs OR could be as a pic-nic. This is an opportunity to have a relaxed discussion with children about their own thoughts and responses to what is being taught in RE. Discussions to take place around the tables/area in response to different questions. – Video children's response.</p>
Computing	Record video of each other when performing roleplay in History.
Music	Sing outside at a socially distance. Perform using insts outside.