



Outdoor Learning at Horncastle Primary School

Purpose and Aims	<p>Outdoor learning involves the transformation of knowledge, skills, attitudes and behaviours through direct engagement with the outdoor environment for the personal and social benefit of individuals, families, society and the planet.</p> <p>At Horncastle we believe every child and young person should experience the world outside the classroom as an integral part of their learning and development, complementing learning in the classroom. We start with our EYFS provision where children have the opportunity to choose to learn outside as part of their everyday provision.</p> <p>High quality outdoor education can stimulate and inspire; foster independence; aid personal and social development; and can often motivate reluctant learners. These experiences should be stimulating, safely managed and enjoyable, and contribute to meeting the needs of every young person.</p> <p>At Horncastle, the term ‘Outdoor Education’ embraces activities and experiences that:</p> <ul style="list-style-type: none"> • normally take place out of doors • frequently have an adventurous component • generally involve physical activity • always respect the natural environment. 		
Curriculum Drivers	Community	Creative Thinking	Confident and Resilient Learners
	<ul style="list-style-type: none"> - Visits to local areas, businesses e.g. town centre, local parks, rivers - Outdoor Learning encourages the learner to take pride and care of the outdoors and their locality - Children learn the importance of respecting their locality and community 	<ul style="list-style-type: none"> - Outdoor learning provides opportunities to use a wide range of skills that may not be visible in the classroom - Outdoor Learning acts as a rich stimulus for creative thinking. Pupil engagement is high and children think differently to learn new skills - 	<ul style="list-style-type: none"> - Outdoor learning encourages learners to see links between different subject areas - Outdoor learning promotes physical and emotional wellbeing - Children learn to take risks and overcome challenges

	Science	Music	PSED	Geography	History	Art	Computing	D & T
EYFS	<p>Explore the natural world around them</p> <p>Describe what they see, feel and hear when they are outside</p> <p>Understand the effects of the changing seasons on the natural world around them</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Build constructive and respectful relationships</p> <p>Show resilience and perseverance in the face of challenge</p>	<p>-Draw information from a simple map</p> <p>Recognise some environments are different to the one which they live</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>• Know how to operate simple equipment e.g. remote control cars, metal detectors, cameras, CD players</p> <p>Find out about and identify the uses of everyday technology and use information and communication toys to support their learning e.g. using ipad outside to find out what plants are called, check the weather, google maps, etc</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>
Year 1	Plants / Seasonal Changes	Take part in singing e.g. have a real or pretend campfire and enjoy a good old sing song	<p>Explain how they felt when they succeeded in a new challenge and how they celebrated it e.g. a barefoot walk over different textures mud, water, sand, gravel, grass</p>	<p>Weather observations (rain gauge, thermometer, weather vane)</p> <p>Using simple fieldwork and observational skills to study the geography of the school</p>	Describe changes that have happened in the locality of the school throughout history	<p>Explore ideas from imagination or from real starting points.</p> <p>Use a range of materials creatively to design and make products.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Use a digital microscope or tablet/visualiser to look at objects closely. Create/follow instructions (algorithms) to navigate programmable toys (and other children) around a course.</p> <p>Take a picture with a camera/tablet</p>	<p>Focus Area – Construction - Build structures for different purposes. To use simple mechanisms. E.g. pulleys, levers, gears</p>
Year 2	Living things & their habitats / Plants	Identify the beat of a tune e.g. bouncing tennis balls or basket balls to the beat of a tune	<p>Explain some of the ways they worked cooperatively in a group to create an end product</p> <p>Express how it feels to be working as part of a group e.g. den building</p>	<p>Using simple fieldwork and observational skills to study the key human and physical features of the schools surrounding environment</p> <p>Use compass directions to describe the location of features and routes on a map</p>	Significant historical events, people and places in their own locality.	Encourage focus looking for observational drawings	Have experiences of controlling other devices such as sound recorders, CD players, video recording equipment and digital cameras. E.g taking photos of nature, recording birdsong etc	<p>Focus Area – Construction - Build structures, exploring how they can be made stronger, stiffer and more stable</p>

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Year 3	Animals & Humans / Living things and their habitats	Use sound to create abstract effects e.g. Collect items and work in small teams to build an instrument out of items found on the grounds, compose ostinatos and sing favourite songs with their instruments.	Evaluate my own learning process and identify how it can be better next time Be confident in sharing my success with others and know how to store feelings of success in an internal treasure chest – e.g. trust a friend to lead you to a tree blindfold, feel the tree, walk back to where you started, can you find the same tree?	Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs.	The Roman Empire and its impact on Britain, 60-476 AD (British resistance – Boudica) – e.g. Roman wall in Horncastle and Horncastle being a walled town	Use a viewfinder – draw outlines with reference to the size and shape.	Solve open ended problems with a floor robot, screen turtle and other programmable devices. E.g. rugged robot (TTS)	Prepare ingredients hygienically using appropriate utensils – link to growing own seasonal veg
Year 4	Living things and their habitats / Animals and humans	Recognise the notes EGBDF and FACE on the musical stave. Know how many beats in: -a semibreve - a minim - a crotchet. Recognise the symbols for: -a semibreve - a minim - a crotchet - a rest. Understand the duration of a quaver as half a beat. E.g. Musical Hopscotch – draw note values on the hopscotch squares and children have to pause for the amount of time on those squares	Know what it means to be resilient and to have a positive attitude e.g. build yourself a survival shelter from an impending storm	Use the eight points of a compass to communicate knowledge of the United Kingdom and the wider world.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (750-1060AD, 440-1066 AD) e.g. learning bush craft skills used by Anglo Saxons e.g. building shelters, lighting fires	Annotate sketches to explain and elaborate ideas.	Discuss their use of ICT simulations and compare with reality. E.g. Go outside simulator Investigate changes in the environment using a datalogging device to capture measurements (sound, temperature, light) continuously over time.	Design with purpose by identifying opportunities to design. E.g. designing and making slingshots linked to history

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Year 5	Forces - parachute practical outside, letting go of them out the window / Living things and their habitats - looked at plants outside / Animals and humans	Hold a part within a round. Sing a harmony part. Sustain a drone or a melodic ostinato to accompany singing. Improvise within a group performance. Take turns to lead a group. - e.g. have a real or pretend campfire and enjoy a good old sing song	Describe the dreams and goals of a young person in a culture different from theirs -	Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	A local history study – how WW2 affected Horncastle	To develop dyeing by investigating natural dyes. Begin to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	Use the pre-programming features of data logging software and devices to set up a specific data capture, perhaps overnight e.g. webcam in a bird box??	Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. E.g looking at bridge design in the local area and then designing and building their own bridge
Year 6	Light / Living things and their habitats / animals and humans	Thoughtfully select elements for a piece in order to gain a defined effect e.g. Go outside and LISTEN! (How long can they listen? Time it!) Journal, recreate sounds, compose sound carpets or vocal exploration pieces using the recreated sounds they hear around them. Improvise a story to go with your music.	Describe some ways in which I can work with other people to help make the world a better place – look at the school grounds from the perspective of an animal e.g. a butterfly, squirrel, bee etc list the things that help or are barriers to the animal	Describe and understand key aspects of: physical geography, including: rivers, mountains		Begin to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	Use a range of sensors (temperature, light, sound, heart rate monitors, light gates) to support scientific investigations	Create innovative designs that improve upon existing products. e.g. researching existing playground products and designing improvements