Curriculum Development Document

Outdoor Learning

Achieve Believe Care

Curriculum Rationale

At Howley Grange we strive to ensure that our curriculum enables all children to gain the wisdom and courage to make positive choices now, and in their futures.

Howley Grange is committed to providing children with an ambitious curriculum that is broad and balanced. We recognise the upmost importance of ensuring children gain fundamental literacy and numeracy skills and that they have opportunities to develop their individual interests and specialisms in a wide variety of subjects.

Staff plan key questions to encourage the use of enquiry, as well as focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout our school. Our curriculum is designed to help learners to remember the content they are taught in the long term and to integrate new knowledge into larger concepts. Parents, staff and most importantly our children tell us that they enjoy their learning and are eager to find out about the topics and themes, often choosing to take their learning beyond the classroom.

Outdoor Learning

Intention

We believe that outdoor learning is central to our curriculum and learning outside the classroom can add value to teaching and learning across all areas of it. Outdoor learning offers children hands on experiences through which they develop their understanding and application of our school values: Achieve, Believe and Care. All outdoor learning is planned around the curriculum currently being studied, which gives depth, enrichment and an outdoor perspective for our children. We want children to have the opportunity to be able to explore and learn outside throughout the year, experiencing the seasons and changing nature around them. In addition to children enhancing their formal curriculum in the outdoors, all children have access to Forest School sessions for half a day, three weeks of the year.

Expected Impact

Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement and promoting a sense of well-being. Following the implementation of our comprehensive outdoor learning curriculum, children will become more well-rounded and better prepared learners. Children will be more able to regulate their social, mental, emotional and spiritual health meaning that they are able to perform better in collaborative learning tasks, giving them the courage and skills necessary to improve themselves in their schooling career and life in the wider world. As their confidence in their abilities grows, they will begin to understand, assess and manage their own risks and safety. This will give them the courage and independence to recognise that life comes with not only risk but also rewards. Our curriculum encourages problem solving, logical thinking and self-reflection and evaluation but most of all the recognition that challenges and mistakes are an integral part of learning throughout school life and the years beyond.

Implementation

Details of how outdoor learning is implemented, through our curriculum, are outlined below:

Overview of Outdoor Learning

Year group	Curriculum
Year One Autumn term	**Maths Place value within 10** • Collect a given number of natural objects and represent in a tens frame format **Geography Our local area** • Following a simple aerial view map of the school grounds to find key landmarks • Planning a simple map, identifying key landmarks of their journey from home to school • Identifying physical and human features both in the school grounds and Howley Grange park • Plotting the route of their journey from school to Howley Grange Park **Religious Education Does God want Christians to look after the world?** • Exploring how things are made in nature-scavenger hunt **Science Our body** • Using our senses: Listening walk **Science Materials** Exploring our surroundings to find examples of different materials and categorising them
Year One	**Maths Mass and volume** • Capacity-measuring and comparing capacity practically

Spring term	**Science Celebrations** • Exploring shadows and how they are made. • Identifying the structure of common plants in the allotment. **Science Plants and animals where we live** • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Examine the basic structure of a variety of common flowering plants, including trees. • Identify birds-bird watching in outdoor areas.
Year One Summer term	**Science On safari** • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals-In Forest School on mini beast hunt **P.S.H.E. How can we look after each other and the world?** • Recognise the harm we can do to the local and global environment and how they and others can help care for it
Year Two	**English Recounts** • Recount of getting ready for Forest School sessions

Autumn term	**Geography What are the wonders of our world?** • Understand the geographical similarities and differences when studying both human and physical geography through a walk around the local area
Year Two Spring term	**History Did the Great Fire make London a better or worse place?** • Recreating the events of the Great Fire of London-cardboard houses lit in Forest School and 'fire' extinguishing bucket chains acted out. **Science Young Gardeners** • Observe and describe how seeds and bulbs grow into mature plants (school garden area used). • Explore school grounds for micro habitats and identify inhabitants
Year Two Summer term	**Computing We are zoologists** • Taking photographs of animal habitats in the school grounds. • Tally charting data on mini beasts found and transferring to graphs **Geography Where does our food come from?** • Recognising the geographical similarities and differences in human geography at the local shops through a field trip of the local area including the shops and allotment areas.

	Maths Length and Height • In the outdoor areas find items measuring a given amount and those that are shorter and longer than a specified length **Science Squash, bend, twist and stretch** • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Practically explore how our bodies can squash, bend, twist and stretch.
Year Three Autumn term	**Science Rocks, soils and fossils** • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Recognise that soils are made from rocks and organic matter. Finding samples of different rocks, identifying them and looking at their properties. • Living in the Stone Age for a day. In Forest School: Imagine life as a stone age person-using berries and fruit to create dyes, shelter building and creating makeshift fires.
Year Three Spring term	**Science Light and shadows** • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way that the sizes of shadows change. • Measuring and comparing the lengths of shadows at different times of day

	History Why should we preserve our locality? • Develop a chronologically secure knowledge and understanding of British and local history. • Understand how our knowledge of the past is constructed from a range of source. • Local area trail: Visit Leasowes Park. Creating maps of the area, studying historical buildings/people (William Shenstone) Identifying physical and human geographical features.
Year Three Summer term	**Science How does your Garden grow?** • Identifying and describing the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Growing own flowers from seed • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Dissecting flowers **Maths Outdoor learning week: Practical Measuring carousels** • Capacity (comparing, measuring and addition and subtraction) • Length Equivalent units of measurement (mm,cm,m) of trees, playground etc.. • Weighing (comparing, measuring and addition and subtraction)
Year Four Autumn	**Science Living things** • Use keys to identify differing flora and fauna on the school site.

term	**Geography How does the water go round and round?** • Exploring where water goes when poured onto different surfaces. • Creating chalk diagrams of the water cycle. • Woodgate Valley (field study) Carousel of activities: river features/speed of flow/habitats/depth of river at different points.
Year Four Spring term	**P.S.H.E How can our choices make a difference to others and the environment?** • Recognise how people have a shared responsibility to help protect the world around them and how everyday choices can affect the environment. Planting wild flowers to encourage bees and pollination, litter picking in the school grounds (activities used to go towards Blue Peter badge award for the environment).
Year Four Summer term	
Year Five Autumn term	**Geography How is the UK changing?** • Examine maps from different periods of time and make comparisons. Using a current map, go on a local area walk and examine the physical changes in the school vicinity. **Science Out of this world** • Physically plot the distance between planets using sheets of paper to represent distances on the playground and act out the orbit of the planets around the sun.

Year Five Spring term	
Year Five Summer term	
Year Six Autumn term	**Science Healthy bodies** • Investigate the effect of exercise on the body-take pulse.
Year Six Spring term	**Science Classifying living things** • Use magnifying glasses to observe living things in a metre square area and classify using keys.
Year Six Summer term	**Geography How will our world look in the future?** • Five day Residential trip to Astley Burf Outdoor Education Centre. Walk around local area- Shrawley Woods to observe the redwood trees/vegetation/river.