

# 1. Outdoor Learning Autumn Term 2

Year	Curriculum Link	Potential Outdoor Learning Activity – 1	Potential Outdoor Learning Activity - 2	Potential Outdoor Learning Activity – 3	Is there an activity you have done before linked to this that you would like to do again?
Reception		<p><b>Light Diwali/Christmas</b> Make simple willow lanterns using some autumnal leaves gathered from the micro-reserve.</p>			
Year 1	Animals – including humans	<p><b>Nature Silhouettes</b> Using natural resources from the woodland floor to create silhouettes of ourselves – labelling the key parts associated with each sense. (Would link to meet a tree).  (0.5)</p>	<p><b>Animal Magic Game</b>  Run around game outside to find puzzle pieces of different animal body parts (fish, amphibians, reptiles, birds and mammals).  They have to fit the right pieces together to complete their animal. What are the key body parts that define the animal eg. Wings, no legs, feathers, fur?  Where might we find these animals in our micro-reserve? Undertake a scavenger hunt to look for signs of animal – eg. Feathers, nests, holes in trees, holes in the ground, nibbled seeds, footprints?  Sorting and grouping the animals based on the categories fish, amphibians, reptiles, birds and mammals or Herbivore, carnivore, omnivore etc.  Using the cards they can make up their own crazy animal! Where would it live (how is it adapted to live their), what does it eat?  (1- 1.5 hrs)</p>	<p><b>Animal Adaptation</b>  For this one I would like to use stuffed animals if there is anywhere that we might be able to borrow some from – I used to do this at a Forestry Commission Learning centre and it was often the closest that children and adults got to seeing native animals like badgers, foxes, squirrels, owls etc  If not we could use pictures – look at body parts such as eyes, claws, talons, fur, feathers, teeth, to discuss how animals are adapted to their environments and whether they are a herbivore, carnivore, omnivore. (1 hr) In fact I have an animal murder mystery game where we get clues to decide who killed the Robin linking into all of the above. They get to run around collecting clues and pretending to be forensic scientists! This could be simplified for year 1 (I have put it in for year 4 too) (1.5-2 hrs)</p>	

	<b>Seasonal Changes/ Plants</b>	<p><b>Deciduous and Evergreen</b> Explore deciduous and evergreen trees properties of each and create a Christmas craft using both.</p> <p>(1-1.5 hrs)</p>	<p><b>Plant/Season Spotter</b> Identifying and looking for signs of the season and key plants and animals linked to each.</p> <p>I can create sheets to do as an activity within the school grounds independently or can lead. (1 hr session)</p> <p>I would like to create a seasonal nature journal for the biosphere that all years can contribute to but this would fit with Year 1/2 curriculum.</p>	<p><b>Meet a tree</b> Sensory exploration of a tree using sight, smell, sound and touch.</p> <p>Create a floor picture of a tree using labels to identify the key parts.</p> <p>(1 -1.5 hrs)</p>	
<b>Year 2</b>	<b>Living things and their habitats</b>	<p><b>Habitat Game</b> Explore the habitats within the micro-reserve. Explore for signs of animals that might live there. Habitat Bingo collect animal cards and match to the right habitat. (1 hr – 2 hrs).</p>	<p><b>Food Chains</b> Food chain scavenger hunt – what can we find that gives us clues to simple food chains happening in our Micro – Reserve. Can we create a floor picture food chain using natural materials from the woodland? (1 hr) Can also recap dead or alive as part of this session.</p>	<p><b>Plant/Season Spotter</b> Identifying and looking for signs of the season and key plants and animals linked to each.</p> <p>I can create sheets to do as an activity within the school grounds independently or can lead. (1 hr session)</p> <p>I would like to create a seasonal nature journal for the biosphere that all years can contribute to but this would fit with Year 1/2 curriculum.</p>	
	<b>Plants</b>	<p><b>Seed Bombs</b> Create seed bombs using seeds gathered from the Honey Farm Trip- Bee Friendly seeds and identify and area in the micro reserve where we can fling them. Make sycamore seed bees to take back to the classroom (1 – 1.5 hrs)</p>	<p><b>Planting</b> We can plant some bulbs we could do this in the Quayside /Exercise area in the cargo planters. It makes it accessible for the children to monitor growth (ideal to plant in Late Autumn). The Needs of a Seed – run around game embed plants need air, light, water, soil and warmth to grow. Could also include planting the year 2 bed in the Poly Tunnel. (split into two groups 1 hr)</p>		

	Uses of everyday materials	<p><b>Material Scavenger Hunt</b> Can we find the key materials (wood, metal, plastic, glass, brick, rock, paper and cardboard) in our outdoor area? How do we know it is what it is? What is it used for – could take photographs and produce a montage or use an egg box collection. (1 – 1.5 hr)</p>	<p><b>Make a Home for Solitary Bees/Insects</b> Think about the properties of materials we have in our outdoor area and what would make a good home for solitary bees. Hollow plant stems, canes, etc. Waterproof container (recycling) Make some insect homes encourage the children to take home to create a link to the biosphere – can they report back any creatures that make their home? (1 – 1.5 hrs)</p>		
Year 3	Rocks	<p><b>Rock Investigation</b> Collect Rocks from around the school test properties of rocks such as porous, soluble etc (1 hr session for half class at a time).</p> <p>Also I can bring in samples of a variety of rocks, such as chalk, limestone, marble, sandstone etc to make sure there is a good range of properties.</p>	<p><b>Make a Fossil</b> Look at fossils – can we guess what the original animal may have been. Fossil Snap run around game.</p> <p>Create a fossil as a group on a large-scale talk about sedimentation and then weathering.</p> <p>Pupils can create their own fossils using plaster of Paris from something natural scavenged from the school grounds.  (1.5 hr session for half a class at a time)</p>	<p><b>Soil</b> Create our own soil think about the composition and what we can collect from the school grounds, clay, organic and inorganic material. Put it in a bag then explore the effects of weathering (Mallets) to break down our ingredients of soil. Explore how soils changes depending on the properties/combination of its 'ingredients'.</p> <p>Soil testing (using a soil testing kit) around the school to explore the composition of our soil.  (1 – 1.5 hrs ½ class at a time)</p>	
Year 4	Animals including Human (Digestion)	<p><b>Teeth/ Predator Prey</b> Investigate real life skulls – look at teeth recap- Herbivore, Carnivore, Omnivore can we tell what animals eat by their teeth. Refresh concept of Predator Prey. 'Predator' run around game. Look at characteristics of predators and prey and camouflage. (1hr half a class)</p>	<p><b>Food Chains</b> Food Chain scavenger hunt around the outdoor area. Using picture prompts (top trump cards) of animals within the micro-reserve can they map out a food chain using producers, predator, prey? (1 hour half a class)</p>	<p><b>Owl Pellets</b> Dissect owl pellets to investigate what a predator has eaten? Can they complete the food chain back to producer level? (2 hrs?)</p>	

		<p align="center"><b>Digestion</b></p> <p>Modelling the digestion system using hands on activity to recreate the process. (1hr half a class at a time)</p>	<p align="center"><b>Nature CSI</b></p> <p>Murder Mystery run around game to collect evidence to solve the mystery of who killed the Robin. They will have to use their knowledge of predator, prey, herbivore, omnivore and food chains to decide who committed the murder. (1.5 hrs)</p>		
Year 5	Forces	<p align="center"><b>Gravity</b></p> <p>Egg Challenge – use natural resources to protect an egg when dropped from a height, can it survive? – links to properties of materials as well. (1 hr half a class)</p>	<p align="center"><b>Air Resistance</b></p> <p>Spinners linking to sycamore seeds (can be linked to seed dispersal in general). Crete the best spinner to get their seed furthest away from the tree (can link to material properties too). Set up and create a fair test, present the data. (1 – 1.5 hr half a class)</p>	<p align="center"><b>Water Resistance</b></p> <p>Create a boat and investigate the best shapes for least resistance look at shapes from nature, experiment using 3-d shapes and guttering/watering cans. Set up and create a fair test, present the data. (1 – 1.5 hr half a class)</p>	
		<p align="center"><b>Mechanisms</b></p> <p>Rotate around a set of challenges to test different mechanisms. Pulley Systems – using pulley rigs to move an object up and down the bank. Cogs looking at hand drills (create some catapults link back to air resistance). Lever large scale levers using planks to move an object over an obstacle on the playing field.  (2hrs)</p>			

Year 6	Animals including humans	<p><b>Circulatory System Game</b> Modelling the Circulatory system using a run around game to embed learning.</p> <p>(1hr) Could link to the circulatory system of trees as a link to the biosphere? There's a Build a Tree activity where you build the tree using the children to represent parts of the circulatory system (Cambium, Xylem, Phloem etc ) but this may just confuse the issue?</p> <p>(0.5)</p>			
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