

## Outdoor Learning at Willowbrook School

Term/ Year	The units being studied in class	Main focus of activities in outdoor learning	Hands-on skills / knowledge of the outdoors	Personal development	Exercise and physical skills
Aut 1: Y4	History: Anglo Saxons and Vikings <b>(Preparing for festival)</b> Or <b>(Vikings: Invasion)</b>	Anglo Saxon village life. Sessions will work towards a “festival” celebration. Activities include. Model building, Making Jewellery weapons and pottage.	Lighting a fire for a purpose Cutting and preparing food Using tools – bowsaw, drill	Teamwork, communication, planning, risk taking, resilience	Outdoor activity with risk, working as part of a team. Fine motor skill control
Aut 2: Y2	Science: Living things and Habitats <b>(Winston’s World)</b> Geography: We are Britain	Introducing aspects of habitats and living things through Winston the Woodlouse. Includes learning about things alive, was alive, never alive. Basic food chains, different habitats and imaginative design of an animal.	Focus on Identifying skills of habitats and what makes each one unique. Recognising basic differences in plants and animals within the context of a habitat.	Group work and communication.  Corporate storytelling Creative imagination	A range of active introductory games  Fine motor skills – using clay to make a model
Spr 1: Y6	Geography: South America and water cycles Eng: Kensuke’s Kingdom <b>(Survival)</b>	Learning the range of skills from fire lighting to stretcher making in order to survive. Final challenge tests how they use those in a role play survival setting.	Fire lighting, tying basic knots, shelter design, using a compass, making a stretcher, identifying safe plants	Decision making, resilience, risk taking, team working, communication.	Orienteering. Teamwork, planning. (Moving a casualty)
Spr 2: Y1	Geography: Growing and farming in different locations Art – collage (plants) Science: Plants	A look at all aspects of plants. Exploring schools site using colours and shapes to learn how to group/classify. A look a	Understanding the various habitats around them and identifying some of the plants and animals within them.	Working as a team Care for the environment Decision making Creative imagination	Pollination game  Active introduction games

	Non-fiction text – pollination <b>(Plants)</b>	tree and flower ID as well as plant structure and an introduction to bee’s role in plants. Finish with a nature collage using forage materials.			
Sum 1: Y5	Science: Living things, habitats and animals <b>(Exploring the natural world)</b>	Through a scientific approach, students will hypothesise about habitats and animals on site, record what they see and consider improvements. Alongside this they will learn about life cycles (and pond dip), pollination and adaptation. A final visit to Mincinglake would be a way to extend learning.	Compass use Identifying and classifying animals and plants	Making predictions and recording outcomes. Teamwork, group discussions, resilience.  Reasoning	Active exploration, Walk to Mincinglake. Orienteering around school site
Sum 2: Y3	Science: light Italy – Volcanoes <b>(Volcanoes – rocks and soil)</b>	Students will make and erupt a volcano, learn about rocks made by volcanoes and the soils they create/life they support as well as how humans cope living near them. All linked to the active volcanoes in Italy	Making a volcano, rock, fossil and a soil.  Understanding the importance of soil in the bigger picture of the natural world and human life	Teamwork, Communication.	Active games  Fine motor skills in clay work.