

## Outdoor Learning at St Alban's CE Aided Primary

### Intention

Trailblazer is a Hampshire County Council scheme, all about 'learning to learn' outside of the classroom. It includes discovery and exploration of the environment, as well as connecting to and caring for the natural world. We aim to provide our pupils with environmental and adventure activities that challenge them to aim higher.

By giving St Alban's pupils direct experience of the outdoors, we develop their knowledge and skills across the curriculum. Through trailblazing, our pupils learn about themselves, developing their physical health, mental wellbeing and spirituality. Through Trailblazer, we aim to foster self-confidence, resilience and independence. Whilst especially beneficial for pupils facing emotional challenges, outdoor learning should be a regular entitlement throughout the year for all pupils.

Through trailblazing, we aim for our students to connect with each other and their environment, developing a sense of place and community. We need our pupils to have engaged with nature and made a vital connection to it. By the time they leave St Alban's, we aim for our pupils to have developed a love and respect for the natural world, befitting our Christian ethos of stewardship. Trailblazer gives a unique opportunity to develop lifelong environmental learning and pro-environmental behaviours that give pupils a sense of empowerment and benefit both people and the planet. [DfE Teaching Blog](#) [School Website](#)

### Pupil approach:

Opportunities to extend, enhance or encourage learning through the outdoors exist within and across all curriculum areas; skills will partly depend on the subject pupils are developing.

At the core of outdoor learning are skills such as problem solving, decision making, risk negotiation, critical thinking and communication.

Trailblazer actively involves children in their learning. Usually practical in nature, tasks place learning in a meaningful context, helping pupils to see the relationship between curriculum areas.

### Learning journey structure/steps

Outdoor learning is a way of teaching, rather than a separate subject. It can be used at differing points of the learning journey.

The nature engagement that especially motivates our pupils is particularly relevant to the STEAM curriculum and PSHE.

### Teaching approach: non-negotiables for teachers

- 40 hours minimum Trailblazer access each year. This can include trips and residentials
- Outdoor learning should ideally take place on a weekly basis. This could include class sessions or group activities linked to the curriculum.
- Outdoor learning must take place throughout the seasons.
- Outdoor Classroom Day and related whole school initiatives such as Mental Health Week
- Planting/maintenance of class growing spaces and trees (See Gardening on page 3)

SEND: Exploring the world outdoors helps children with SEND to overcome challenges and learn new skills, building their resilience, and boosting their self-confidence. The multi-sensory experience can help pupils to retain knowledge more effectively. By interacting with nature, children with SEND can expel energy and frustration in a productive way. New challenges can become exciting, rather than frustrating and threatening.

### PUPIL PREMIUM





Outdoor learning can be employed to successfully enhance the experiences of our Pupil Premium children through onsite and offsite activities.

### Key resources/documents for planning

- Hampshire Trailblazer  
<https://www.hants.gov.uk/educationandlearning/oe-pe-dofe/outdoor-education/trailblazer/coordinators/trailblazer-ideas>

Trailblazer newsletters on school website

- Learning Through Landscapes  
<https://www.ltl.org.uk/free-resources/>
- Nature Resources  
<https://www.woodlandtrust.org.uk/support-us/act/your-school/resources/>
- 30 Days Wild  
<https://www.hiwwt.org.uk/>
- RSPB Schools Birdwatch  
<https://www.rspb.org.uk/fun-and-learning/for-teachers/>

Trailblazer (Outdoor Learning) at St Alban's CE Aided Primary	
Trailblazer (Wednesday afternoon sessions)	
<p>Staff are welcome to book sessions on a Wednesday afternoon, to undertake gardening and other nature connection activities, with the extra support of the TB Lead and the volunteers.</p> <p>Please note that these sessions are intended to support class based staff and it is expected that they will be <b>actively involved</b> in the sessions. It might be that, on occasion, a class teacher chooses to send groups out, to undertake Trailblazer activities, whilst remaining in class to work with a smaller group.</p>	
Projects	
<p>The school is actively involved or has a legacy with several projects. These may be led by specific year groups but all classes should be aware of the projects. This may often be through planned whole school events and the work of pupil ambassadors.</p>	
	
<p>We are a Beacon School for <a href="#">Young Tree Champions</a> (YTC). This project helps teachers and children to grow deeper connections with each other, trees and nature.</p> <p>YTC learn from nature and speak up for the planet. They are a #ForceForNature.</p> <p>Staff are asked to promote the school's project <a href="#">Speak Up, Branch Out</a>. The project aims to raise awareness of the biodiversity crisis and make practical changes, for nature.</p> <p>Where appropriate, curricular activities are linked in. We also have project trees which classes have a responsibility to care for. (See Gardening)</p> <p>There is a <a href="#">blog</a> on the YTC website that all classes are welcome to contribute to. (Password on request)</p>	<p>We are a <a href="#">Wilder School</a>, for the Hampshire and Isle of Wight Wildlife Trust and became their Wilder School of the Year in 2021. (The Trailblazer Lead is a Wilder School Leader.)</p> <p>We pledge to:</p> <ul style="list-style-type: none"> <li>• Get more people on Nature's side by engaging our pupils and the local community with nature</li> <li>• Reduce our impact on the wider environment</li> <li>• Create more space for nature: Pupils are supported to lead and develop projects in the grounds and ideas are welcome from all years. Please check with the Trailblazer Lead before making changes to the grounds.</li> <li>• Our 2022 and 2023 Roadshows were part of this initiative.</li> </ul>
	
<p>We took part in the original pilot project of <a href="#">Grounds For Nature BioBlitz</a> and have continued with this event.</p> <p>Linked with the science curriculum, it is best suited to KS2 but it is possible for enthusiastic KS1 staff to take part. The project also gives us an indication of whether the changes we are making to our grounds are improving the biodiversity.</p> <p>If you wish to take part, in any of the BioBlitzes, instructions are available, on request from the Trailblazer or Science Leads..</p>	<p>We are a <a href="#">Hog Friendly School</a>. Started by Year 2 pupils in Autumn 2022, our <a href="#">Hoggy Hub</a> is the student led campaign group who are on a mission to make our grounds (and beyond) better for hedgehogs. They are supported by keen pupil and staff ambassadors.</p> <p>The Toolkit launched in June 2023 and we will be completing activities to gain Bronze, Silver or Gold accreditation for our school. The latest date for submission is in June 2024.</p> <p>If you are interested in helping us 'Go For gold' we would love to hear from you!</p>

## Trailblazer (Outdoor Learning) at St Alban's CE Aided Primary

### Gardening

Staff are encouraged to take part in gardening activities, linked with the curriculum, notably Science and Food Technology..

Classes have their own designated spaces and trees (Autumn 2023 listed) and can also use the raised beds on the field, upon request. Support is available, including help with maintaining your class plot.

#### Gardening Space

**Year R:** YR garden beds available but can be left as semi wild spaces

**Year 1:** Beds/containers outside Y1 classroom

**Year 2:** Beds/containers outside Y2 classroom and KS1 SuDS planter

**Year 3:** Pollinator Kitchen, edible flower bed, herb spiral, Y3 SuDs planter

**Year 4:** Bird feeder bed, meadow, Y4 SuDs planter

**Year 5:** KS2 raised beds

**Year 6:** KS2 SuDs planters, Prayer Garden

#### Tree/Hedgerow

**Ornamental Pear** (from Sept 23)

**Spirit Cherry** (in Sept 23)

**Treezy Rowan** (in Sept 23)

**Lexi Hawthorn** (in Sept 23)

**Eleanor Rowan** (in Sept 23)

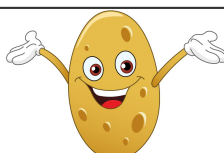
**Crawford Crab Apple** (in Sept 23)

**Hedgerow** by the oak (Sept 23)

### Related Schemes and Projects



We take part in this annual gardening competition and have won prizes on two occasions, achieving 2nd place in 2020.



We take part in Grow Your Own Potatoes. [GYOP](#)  
Year 5 usually have 1 kit to link with their salads but we usually obtain 2 kits.



We are a 5\* Gardening School for the Royal Horticultural Society and take part in related gardening events and activities.



St Alban's is responsible for developing the national [#PolliPromise](#) campaign. PolliPromise encourages people to set aside 'a pot or a plot' for pollinating insects such as bees, butterflies, moths, flies and beetles.

A legacy of the Polli:Nation and [X-Polli:Nation](#) (pronounced cross pollination) projects, people can still promise to plant online. The projects involved actionable citizen science and were designed to create an awareness of environmental issues surrounding pollinating insects. KS2 still collects data on pollinator feeding preferences, plants habitats to support them and communicates their importance with a wider community, via Polli Promise.

Although aimed at KS2, there are opportunities to involve all age groups. We are especially keen for our pupils to develop their pollinator identification skills, particularly with bumblebees. Staff are encouraged to be able to identify the [Big 8](#) and encourage children to develop a love of these creatures.

### Whole School Events

These range from year to year but please note that all classes are expected to take part in the following events, in some way. This might be achieved through working with other year groups and need not take up a lot of time. They can be easily integrated into the curriculum.

- Outdoor Classroom Day: 2nd November 2023; May 2024 TBC (Take a session outdoors.)
- RSPB Schools Birdwatch (Choose a time between January 6, 2024 - February 20, 2024.)
- 30 Days Wild Campaign (Wildlife Trusts) Runs through June

## Curriculum Links

The following curriculum maps are not intended to be prescriptive and staff are free to adapt ideas and add activities, as they feel appropriate.

- **Science, Art and Technology** link well with trailblazing and, activities that combine these subjects, can bring about powerful learning. The curriculum map therefore focusses on these subjects.
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- **Mathematics:** Many mathematical activities can be easily taken outside but measures, data and shape lend themselves especially well to outdoor learning. Please ensure that there is some evidence in pupil mathematics books.
- **PE:** Outdoor Adventurous Activities (OAA) count towards Trailblazer hours but games sessions do not.
- **PSHE and Wellbeing:** There are numerous, ongoing links with keeping healthy, both by growing their own food and through the positive effects of nature engagement on mental health.
- Where other subjects have a strong application for learning outdoors, these have been noted but class teachers will be able to identify their own links, as they teach the curriculum

### Evidence

Please indicate in books, where a subject has been taken outdoors. It is helpful if this is supported by a photo, and/or a pupil comment (where appropriate) but it may suffice to record 'TB', to show that learning has been taken outdoors. Please do ask if you would like further help.

## National Curriculum Map Year 1

Subject & Topic	Key Ideas	Suggested Opportunities
<b>Science</b>		
<p>Longitudinal study: Weather experts (including seasons)</p> <p>Habitats and How the Seasons Affect Them</p> <p>LS question: <a href="#">Steve the stick insect wants to visit from Australia. Where in the school grounds will he find most friends and will they be there all year?</a></p>	<p>Carnivores and herbivores; adapted to survive and surviving seasonal changes.</p>	<ul style="list-style-type: none"> <li>• Regular, short Darwinian 'Thinking Walks' to observe changes over time</li> <li>• Weather describing/recording throughout the year; practical measuring of rainfall; shadow activities etc.</li> <li>• Minibeast and plant hunts throughout the seasons</li> <li>• Gardening in Year 1 playground space (and field beds upon request) will provide opportunities to observe herbivores and carnivores in action</li> <li>• Bulb planting in autumn</li> <li>• Pond amphibians in spring</li> <li>• <b>Pond Activities</b></li> <li>• Pollinators in summer - Learn 'Big 6' bumblebee species (X:Polli link)</li> <li>• <b>YTC Trees:</b> Naming trees, observing seasonal changes and exploring how this affects organisms</li> <li>• <b>Leaf Activities</b></li> <li>• <b>Tree Activities</b></li> </ul>
Materials (our school)	There are many different materials that have different describable and measurable properties.	<ul style="list-style-type: none"> <li>• Material hunts/tallies outdoors;</li> <li>• Sorting materials in the grounds</li> <li>• Ephemeral art sculptures/outdoor collages, with natural materials</li> <li>• Scavenger hunts centred on properties of materials</li> <li>• Establish composting routines</li> </ul>
Animals - humans (body parts and senses)	Name common animals. Name carnivores, herbivores, omnivores	<ul style="list-style-type: none"> <li>• Big Schools Birdwatch in Spr 1 to link with contrasting human physiology (January 5, 2022 - February 22, 2022)</li> <li>• Knowing what birds in the grounds need &amp; where they live; nest building with natural materials</li> <li>• Observing birds/minibeasts in the grounds and use of their senses</li> <li>• Sensory activities outdoors: <b>Exploring Activities Outdoors</b></li> <li>• <b>Food Chain and Food Web Activities Outdoors</b></li> </ul>

Subject & Topic	Key Ideas	Suggested Opportunities
<b>Science</b>		
Animals- how animals survive	Feeding, moving and sensing for survival	<p>Feeding</p> <ul style="list-style-type: none"> <li>• Snail hunts in the grounds(HIASS)</li> <li>• <b>Blackbird's Lunch Game</b></li> <li>• <b>Food Chain Activities Outdoors</b></li> <li>• Flowers as a nectar and pollen source for pollinators (link with the computing digital media unit) on sunflowers, if able to move computing unit</li> </ul> <p>Moving</p> <ul style="list-style-type: none"> <li>• School ground habitats (HIASS) - link with buddies for a BioBlitz?</li> <li>• <b>Habitat Activities Outdoors</b></li> </ul> <p>Senses</p> <ul style="list-style-type: none"> <li>• Predator and prey movement and senses (e.g. fox walking; owl eyes; deer ears); Sensory awareness games e.g. <b>Bat &amp; Moth</b></li> <li>• School grounds camouflage (HIASS)</li> </ul>
<b>Computing</b>		
Creating Media – Painting Data:sorting	Using a range of tools to paint with digital devices.	<p>Combines digital drawing and pointillism to create a sunflower so this could be combined with Science - growing sunflowers in the Summer Term.</p> <p>Possible opportunities to link data handling with surveys in grounds.</p>
<b>Art</b>		
Collage - key assessment piece	Classifying colour, shade and tone; cutting and sticking skills; compositional choices.	<p>Using school grounds to collect colours, matching and recreating in paint and with coloured paper.</p> <p>Moved from Spring 1 to Spring 2, as there will be more colour at this point.</p>
<b>Maths</b>		
Geometry:	Properties of 2D Shape (3) & Position & Direction (2)	<p>Outdoor shape hunts/tallies; using iPads to capture shapes; shapes with natural materials</p> <p>See: <b>Outdoor Maths Shape and Angles Activities</b></p>
Measurement	Length & Height	<p>Practical comparison and measuring outdoors. See: <b>Size Measurement Activities</b></p>
Measurement	Time	<p>Months/Seasons: Tree diary through the months/seasons, linked with longitudinal science</p>
<b>Geography</b>	Local park study, including map making.	
<b>Food Technology</b>	Grow/care for soft fruit to add to 'Healthy Breakfast' project	

- **Green type** refers to Hants TB activities: <https://www.hants.gov.uk/educationandlearning/oe-pe-dofe/outdoor-education/trailblazer/coordinators/trailblazer-ideas?filter=.Activity-Ideas>



## National Curriculum Map Year 2

Subject & Topic	Key Ideas	Suggested Opportunities
<b>Science</b>		
<p>Longitudinal study: Plants (bulbs growing into mature plants (observe/ desc), what plants need to stay healthy)</p> <p>LS Question: <i>Will the biggest/heaviest bulb produce the biggest/most flowers?</i></p>	<p>Where plants come from;</p> <p>Plant survival; how plants get what they need to survive</p>	<ul style="list-style-type: none"> <li>Plant hunts throughout the seasons; BioBlitz to link with buddies (G4N)</li> <li>Gardening in Year 2 playground space (and field beds upon request) will provide opportunities to observe plant germination and growth</li> <li>Bulb planting in autumn - track changes</li> <li>Pollinator/plant interactions in summer- pollinator hunts</li> <li>Regular, short Darwinian 'Thinking Walks' to observe changes over time</li> <li><b>YTC</b> Trees: Continue to name trees - follow the trail; collect autumn seeds to plant and observe growth</li> <li><b>Tree Activities</b> e.g <b>Is The Tree Like Me? Leaf Activities</b></li> <li>Observe parts of plants in the grounds</li> <li>Plantlife school resources: <a href="https://www.plantlife.org.uk/uk/discover-wild-plants-nature/learning-and-volunteering/schools">https://www.plantlife.org.uk/uk/discover-wild-plants-nature/learning-and-volunteering/schools</a></li> <li>Observe life cycle of a frog, for Spr 2 unit</li> </ul>
Materials: Uses and properties of everyday materials (inc squashing, bending...)	There are many different materials that have different describable and measurable properties -identify, describe and compare.	<ul style="list-style-type: none"> <li>Properties hunt/tally outdoors</li> <li>Natural materials testing - e.g. Are stones, leaves and feathers waterproof; making and testing outdoor shelters for toys</li> </ul>
Animals - including humans (Basic needs to survive, exercise, food, offspring etc.)	Feeding, moving and sensing for survival	<ul style="list-style-type: none"> <li>Big Schools Birdwatch in Spr 1 to link with contrasting human physiology (January 5, 2022 - February 22, 2022)</li> <li>Observing movement of animals in the grounds and use of their senses/feeding;</li> <li>Life cycle of a frog (from Spr 1 Longitudinal)</li> <li>Sensory activities outdoors and nature engagement</li> <li>Sound maps and listening walks</li> <li>Herb bed exploration</li> <li>Texture hunts.</li> <li>.</li> </ul>
Animals - how animals survive Living and dead; describe habitats; basic food chains	Feeding, moving and sensing for survival	<p>Feeding</p> <ul style="list-style-type: none"> <li>Snail hunts in the grounds(HIASS)</li> <li><b>Blackbird's Lunch Game; Food Chain Activities</b></li> <li>Flowers as a nectar and pollen source for pollinators (link with the computing digital media unit) on sunflowers, if able to move computing unit</li> <li>Growing food for a healthy dish</li> </ul> <p>Moving</p> <ul style="list-style-type: none"> <li>School ground habitats (HIASS) - link with buddies for a BioBlitz?</li> <li><b>Habitat Activities Outdoors</b></li> </ul> <p>Senses</p> <ul style="list-style-type: none"> <li>Predator and prey movement and senses (e.g. fox walking; owl eyes; deer ears) <b>Bat &amp; Moth</b></li> <li>School grounds camouflage (HIASS)</li> </ul>

Subject & Topic	Key Ideas	Suggested Opportunities
Computing		
Creating Media – Photos Data:tallies	Capturing, editing, and improving photos	Link with/apply to capturing evidence for the longitudinal study Possible opportunities to link data handling with surveys in grounds.
Art		
Drawing/printing: Plants Art unit: Sculpture/ collage: Minibeasts	Observational drawing of plants - use to create mono or impress prints.	Observations of plants and minibeasts in the school grounds. Could locate minibeasts in a suitable habitat and photograph them. (Could link with Science unit on survival)
Maths		
Geometry	Properties of 2D and 3D Shape	Outdoor shape hunts/tallies; using iPads to capture shapes; shapes with natural materials See: <b>Outdoor Maths Shape and Angles Activities</b>
Measurement	Time and Length	Practical comparison and measuring outdoors. See: <b>Size Measurement Activities</b>
Statistics	Data Handling	Use outdoor activities and observations as a stimulus for data collection, possibly linked to longitudinal study.
Measurement		Months/Seasons: Tree diary, linked with longitudinal science
Geography	Weather & seasons - Link with longitudinal study. Beach trip? <b>Beach Studies Fieldwork</b> ; Beach Activities	
Food Technology - Grow vegetables to add to 'Healthy Soup' project		

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## National Curriculum Map Year 3

Subject & Topic	Key Ideas	Suggested Opportunities
<b>Science</b>		
<p>Longitudinal study: Plants (functions, requirements of plants for life and growth, life cycle etc)</p> <p><b>LS Question - <i>Will deciduous trees affect the growth of seeds and bulbs underneath them?</i></b></p>	<p>Function - including how water is transported</p> <p>Life cycle of plants</p>	<ul style="list-style-type: none"> <li>Plant/scavenger hunts through the seasons - sorting, classifying &amp; recording</li> <li>Using the plants in the grounds to explore plant life cycles</li> <li>Seed dispersal and collection activities in autumn</li> <li>Practical sowing and growing activities, including bulb planting in the grounds</li> <li>Maintain 'Pollinator Kitchen' (X-Polli:Nation link)</li> <li><b>YTC</b> - Link with tree activities and maths to measure canopy/ height etc. Link with 'Light' and measure levels with data loggers.</li> <li>Comparing and contrasting plants &amp; leaves</li> <li><b>Wild About Plants</b></li> <li><b>Tree Activities; Leaf Activities</b></li> </ul>
Light and shadows	<p>Need for light to see. How shadows are formed - size.</p>	<ul style="list-style-type: none"> <li>Exploring shadows outdoors; make shadow clocks/sun dials</li> <li>Use mirrors to explore the outdoor environment e.g tree canopies</li> <li>Looking at lighting/reflectors in the local environment</li> </ul>
Forces and magnets	<p>Compare different surfaces.</p> <p>Magnets</p>	<ul style="list-style-type: none"> <li>Making a compass/simple orienteering with a compass, in the grounds There are orienteering kits in the TB cupboard.</li> <li>Finding metals outdoors and testing magnetism</li> </ul>
Rocks (compare and group, fossils etc)	<p>Group different rocks; formation; fossils</p>	<ul style="list-style-type: none"> <li>Local rock walks - identifying rocks used in buildings. Possibility of visiting local cemetery to observe weathering</li> <li></li> <li>Digging in the grounds, collecting and comparing soil samples</li> <li></li> <li>Testing soil types - Link with 'What's under your feet?' (Citizen Science Study)</li> </ul> <p><a href="https://jointhepod.org/teachers/other/information-pack-whats-under-your-feet">https://jointhepod.org/teachers/other/information-pack-whats-under-your-feet</a></p>
Animals, including humans (skeletons and muscle, right types and amount of nutrition)	<p>Need for right amount of nutrition</p> <p>Skeletons and muscles</p>	<ul style="list-style-type: none"> <li>Grow, cook and eat nutritious food - <a href="#">link with Food Tech</a></li> </ul>
<b>Computing</b>		
Data and Information – Branching Databases	<p>Creating physical and on-screen branching databases.</p>	<p>Could link with species observed in the grounds/to aid ID. Possible application to Bioblitz.</p>



Subject & Topic	Key Ideas	Suggested Opportunities
Art		
Drawing/collage - local buildings Drawing/Painting - forest Sculpture - 'Healthy food'	Observational drawing Anthony Browne, illustrator Drawing through to sculpture	Local study - direct observation in sketchbooks Use trees in grounds as a stimulus - sketch outside, blindfolded texture collection, bark rubbings Growing fruit and vegetables to observe (and eat)
Maths		
Geometry:	Properties of 2D Shape; Angles	See: <b>Outdoor Maths Shape and Angles Activities</b> Practical identification of shapes and angles in the environment. Use twigs/sticks to create angles/identify angles
Measurement Statistics	Length Data Handling	Practical measures outdoors. Apply to planting bulbs. See: <b>Outdoor Maths Shape and Angles Activities</b> Use outdoor activities and observations as a stimulus for data collection. Could link in with 'What's under your feet?' (Citizen Science Study) or use data collected in a BioBlitz.
Geography	Rivers: Consider a visit to the local Hermitage Stream. Dipping activities available, through 'Friends of the Hermitage'. <b>Rivers Studies Fieldwork</b> Local Study Geographical Fieldwork	
Food Technology - Grow produce to add to 'Healthy Sandwich' project		
History: <b>Stone Age Themed Outdoor Activities</b>		

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## National Curriculum Map Year 4

Subject & Topic	Key Ideas	Suggested Opportunities
<p>Longitudinal study: Living things (Grouping, classification keys, changing environments)</p> <p>LS Question: <i>What animals live in our school grounds? How do these change over the year?</i></p>	<p>Group living things, use classification keys. Changes in environment can threaten life</p>	<ul style="list-style-type: none"> <li>Explore habitats in the school grounds, including pond dipping sessions</li> <li>Use of iPads/Seek/iNaturalist to explore/classify animals in the grounds; Link with 'Grounds 4 Nature' Bioblitz (Running 3 times in 2021/2022) <a href="#">Grounds For Nature Bioblitz</a></li> <li>Research/study amphibians/reptiles/birds found in the school grounds and make a podcast/video/trail about them. <a href="#">Link with Computing audio unit.</a> <b>YTC.</b></li> <li>Use UK ecosystems, where possible, to illustrate environmental/human impact; look at pollinator decline</li> <li>Improve a habitat, in the grounds, for a chosen species (class to choose) Link with <b>YTC.</b></li> <li><b>Habitat Activities Outdoors</b></li> <li>.</li> </ul>
Electricity	<p>Simple circuits, Switches</p> <p>Conductors and insulators</p>	<ul style="list-style-type: none"> <li>Explore conductivity/insulating properties of outdoor materials</li> <li>Hold a 'No Electricity' day</li> <li>Explore solar and wind sources of energy and think about sustainability - how could we improve our footprint, as a school?</li> </ul>
Materials (states, water cycle etc.)	<p>States of matter</p> <p>Solids, Liquids, gases Change state</p> <p>Evaporation/condensation</p>	<ul style="list-style-type: none"> <li>Experiments, in the grounds with evaporation, condensation, temperature change and the water cycle. Monitor puddle evaporation, birdbaths and insect drinking bowls</li> <li>States of matter drama/modelling outdoors</li> </ul>
Sound	<p>How sound is made, travels.</p> <p>Pitch and volume</p>	<ul style="list-style-type: none"> <li>Collecting sounds outdoors and measuring. Sound Maps: Which is the quiet/loudest place/sound?</li> <li>Identifying, describing and recording nature/environmental sounds, such as birdsong. <a href="#">Link with Computing audio unit.</a></li> <li>Sound/light experiments outdoors, such as string telephones.</li> </ul>
Digestive system, teeth, food chains	<p>Basic function of digestive system.</p> <p>Teeth. Food chains</p>	<ul style="list-style-type: none"> <li>Use habitats and food chains in the school grounds, in connection with the longitudinal study.</li> <li><b>Food Chain Activities Outdoors</b></li> </ul>
<b>Computing</b>		
Creating Media – Audio and visual	<p>Podcasting and editing images for effect</p>	<p>Links well with creating a digital trail in the grounds (Young Tree Champion planning available)</p>
<b>Art</b>		
<p>Drawing/painting - Watercolour landscapes.</p> <p>Mixed media street art</p>	<p>Principle of fore/mid/background</p> <p>Graffiti inspired artwork</p>	<p>Observing and sketching in the field eg. Langstone</p> <p>Possibility of large scale work, outdoors</p>

National Curriculum Map Year 4		
Subject & Topic	Key Ideas	Suggested Opportunities
Maths		
Geometry:	Properties of 2D Shape; Angles	Outdoor shape hunts/tallies; using iPads to capture acute/obtuse angles See: <b>Outdoor Maths Shape and Angles Activities</b>
Measurement Statistics	Length & Perimeter Data handling	Practical comparison and measuring outdoors, including perimeters. See: <b>Size Measurement Activities</b> Collect data over time, possibly linked to longitudinal study.
Geography	Geographical Fieldwork, including map making and compass directions.	
History	Roman camps, natural dyes and felt/cord making: <b>Roman Themed Outdoor Activities</b>	
Food Technology - Grow vegetables for 'Healthy Dips' project		

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## National Curriculum Map Year 5

Subject & Topic	Key Ideas	Suggested Opportunities
<p>Longitudinal study: living things and their habitats</p> <p>LS Question: <a href="#">Do the animals and plants that live in the school grounds reproduce at the same time?</a></p>	Animal - different life cycles, reproduction in plants and animals	<ul style="list-style-type: none"> <li>G4N Bioblitz to establish what lives in the school grounds <a href="#">Grounds For Nature Bioblitz</a></li> <li>Life cycles observed on plants in the grounds <b>YTC</b></li> <li>Hoverfly Lagoons: <a href="https://www.thebuzzclub.uk/hoverfly-lagoons">https://www.thebuzzclub.uk/hoverfly-lagoons</a></li> <li>Pond dipping</li> <li><b>X-Polli:Nation</b> learning cycle</li> <li>Asexual reproduction in gardening</li> <li>Growing seeds, bulbs and rhizomes and observing over time</li> </ul>
Properties and changes of materials	Dissolve, separating, reversible changes. Changes that produce new materials.	<ul style="list-style-type: none"> <li>Separating mixtures outdoors (eg. Sand, sugar, marbles, paperclips) and preparing compost/soil for sowing</li> <li>Vinegar and bicarbonate rockets</li> <li>Perfect sandcastle experiment</li> <li>Making natural paint pigments</li> <li>Thermal conductivity and making outdoor nests for 'Grumbles'.</li> </ul>
Earth and Space	Movement Earth, planets & moon. Night and day	<ul style="list-style-type: none"> <li>Recreate the planets, to scale, chalking on the playground</li> <li>Moon diaries and daytime moon viewing</li> <li>Weekend star gazing homework?</li> </ul>
Forces	Gravity, air/water resistance, friction.  Levers, pulleys and gears	<ul style="list-style-type: none"> <li>Gravity/air resistance: Making &amp; testing parachutes; does leaf size/shape make a difference?</li> <li>Friction: Outdoor surfaces and friction (ramps)</li> </ul>
<b>Computing</b>		
Creating Media – Vector drawing; Creating Media – Video editing Flat file databases	Creating images in layers Organise, order and answer questions; create graphs and charts	<p>Could be used to create campaign badges/posters</p> <p>Databases related to natural world</p> <p>Video could be linked to environmental project</p>
<b>Art</b>		
Art unit: Drawing/ painting 'Victorian Naturalist painters'	Accurately drawn/ painted representations of pollinators	Link with X-Polli:Nation; could be added to digital trail
<b>Maths</b>		
Geometry:	Properties of 2D Shape; Angles; Position and Direction	<p>Outdoor work with angles and directional language in the environment.</p> <p>See: <b>Outdoor Maths Shape and Angles Activities</b></p>
Measurement	Time; Mass; Capacity	Practical comparison and measuring outdoors. See: <b>Size Measurement Activities</b>
<b>Food Technology</b> - Grow potatoes, salad leaves, cucumbers, beetroot, tomatoes for 'Healthy Salad' project		

- Green type** refers to Hants TB activities: <https://www.hants.gov.uk/educationandlearning/oe-pe-dofe/outdoor-education/trailblazer/coordinators/trailblazer-ideas?filter=.Activity-Ideas>

## National Curriculum Map Year 6

Subject & Topic	Key Ideas	Suggested Opportunities
Living things and their habitats	Classifications including microorganisms, plants and animals	<ul style="list-style-type: none"><li>• G4N Bioblitz &amp; Seek to identify and classify organisms in the school grounds <a href="#">Grounds For Nature Bioblitz</a></li><li>• <b>YTC:</b> Trees/plants in the grounds - record, using classification keys</li><li>• Fungi hunts and tree disease</li><li>• Surveys in the grounds</li></ul>
Light	Travels in straight lines, How light enables us to see. How shadows are formed - shape	<ul style="list-style-type: none"><li>• Exploring shadows outdoors &amp; what changes size, shape and density</li><li>• Using, mirrors, lenses, periscopes outdoors; making rainbows</li></ul>
Evolution	Fossil Offspring different to parents. Animal adaptation— Evolution	<ul style="list-style-type: none"><li>• Planting/observing bulbs and considering how their reproduction might give these plants advantages and disadvantages over plants that only reproduce sexually.</li><li>• Timelines of plants in the grounds</li></ul>
Computing		
Creating Media – Web page Databases – Spreadsheets	Creating and evaluating web pages Data sets, formulas and creating graphs	Could be applied to citizen science grounds projects
Art		
Art unit: Painting/ Artist Monet  Art unit: Sculpture Garden gnomes	Monet’s use of colour and light. Recreating a landscape Armature and papier maché	Opportunities to capture ideas and explore colour mixing/ painting in the field  Use grounds as a stimulus. Photograph finished sculpture in the grounds/make a gnome trail for buddies/school community.
Maths		
Algebra  Ratio	Use of symbols	Use natural objects, outdoors as symbols to represent variables/unknown numbers Large scale factor diagrams with chalk
Measurement	Perimeter, Area & Volume	Practical grounds activities, such as calculating the volume of the different raised beds
Statistics	Data handling: mean; pie charts	Use outdoor activities and observations as a stimulus for data collection, possibly linked with science data.
Geography	Geographical Fieldwork, including map making and compass directions.	
History	Ancient Greek Themed Outdoor Activities	
Food Technology - Grow salad leaves, herbs, onions for ‘Healthy Salad’ project		

- Green type** refers to Hants TB activities: <https://www.hants.gov.uk/educationandlearning/oe-pe-dofe/outdoor-education/trailblazer/coordinators/trailblazer-ideas?filter=.Activity-Ideas>