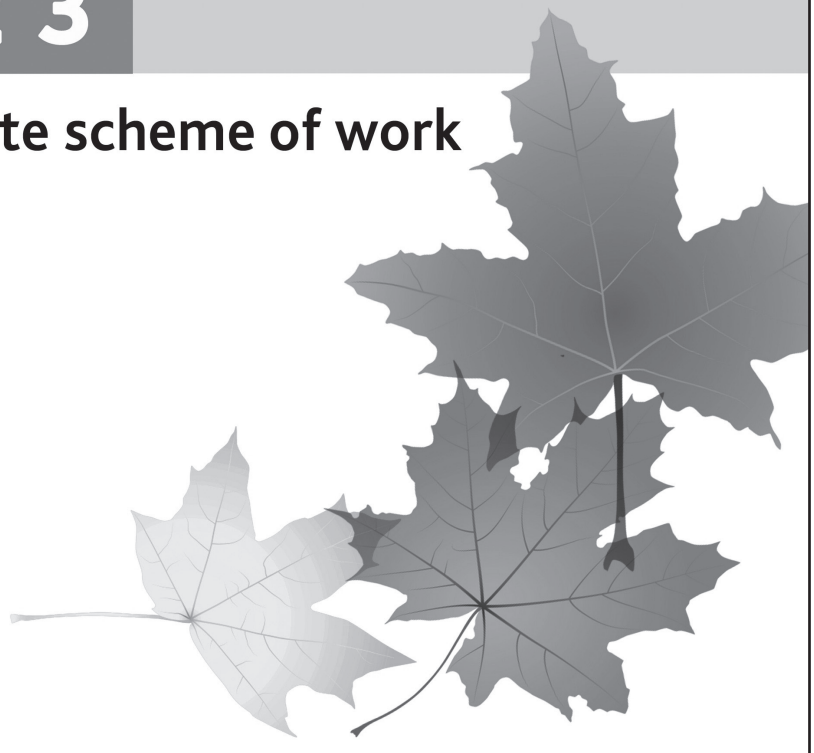
THE NATIONAL CURRICULUM OUTDOORS

YEAR 3

A complete scheme of work



Deborah Lambert,
Michelle Roberts and Sue Waite

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Dedication

We dedicate this book to all teachers who are willing to take their teaching outside the classroom and offer exciting learning opportunities, foster positive health and wellbeing outcomes and connect children with their natural environment. They are our hope for an education for excellence and sustainability.

We also dedicate it to Deborah's mum Jennifer Lilley for her support and guidance, her brother Jason Lilley for his shared passion for Art and her partner, Andy Rimmer for his patience and support throughout the writing process, to Michelle's partner Andy Mitchell for his continued support and excellent photographs and to her nephew and niece Robbie and Alice, who have inspired many of the KS2 ideas alongside Coads Green Primary School and to Sue's family, fellow committed nature and learning lovers.

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Photos and further resources

Illustrative photos and further resources are available online at www.bloomsbury.com/NC-Outdoors.



KEY STAGE 2 | Year 3

English

In this unit, children will be focusing on the development of their writing skills. Based on the Key Stage 2 English objectives identified in the 2014 National Curriculum for England, the children will be introduced to a sense of place through their five senses. They will explore the outdoor learning area using each of the senses and use this experience as a catalyst to ignite their writing. Children will be given the opportunity to develop poetry, stories and non-fiction writing as they establish a personal and reflective sense of place.

To support inclusive practice or to extend learning, the space, task, equipment and people (STEP) approach can be adopted throughout this unit. By changing the space, task, equipment or people, the activity can be made more challenging or easier to understand, enabling all pupils to take part in the activity, as explained in the assessment chapter in this book.

The children will be expected to work as a whole class directed by the teacher, together in pairs or small groups with support from adults, and independently.

The role of the adult is to lead the sessions safely, modelling the activities, allowing experimentation and independence whilst providing direct support.

You may wish to record the activities using a camera.

Natural connections

- Enhanced awareness of local natural environments and changes within them
- Observation skills, looking at characters created by natural materials.

Health and wellbeing

- Physical activity
- Being focused and attentive
- Teambuilding activities
- Emotional resilience and independent learning.

Word bank

Senses

- sight
- sound
- touch
- hearing
- place
- values
- themes
- sensory

English

- haiku poetry
- descriptive language
- composition
- non-fiction
- fiction
- comprehension
- syllables
- rhythm
- structure
- kennings poetry
- interactive guide

Summary overview

Progression	Curriculum content	Learning experiences/activities
Lesson 1	Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Children will begin to develop a sense of place through sight. They will ask questions to develop their sense of place. They will build a rich vocabulary to describe the look of the outdoor setting. They will use clay to create a tree monster and use descriptive language to develop the character they have made.
Lesson 2	Listen to and discuss a wide range of poetry. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Children will explore their sense of place through sound. They will record sounds they can hear and use these to develop a haiku poem to read to a partner. They will make rhythm sticks to support their performance.
Lesson 3	Retrieve and record information from non-fiction books and articles. Draft and write narratives, creating settings, characters and plots.	Children will use their sense of smell to explore the outdoor area. Children will make their own 'smelly potion', using this as a stimulus to create a setting and a plot for a story.
Lesson 4	Retrieve and record information from non-fiction books and articles. Identify how language, structure and presentation contribute to meaning.	Children will experience foraging. They will identify the plants and fruits that are edible. They will retrieve recipes and information about plants from non-fiction sources. They will look at how recipes are structured and how to follow them to make some foraged dishes.
Lesson 5	Listen to and discuss a wide range of poetry. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Children will develop their own kennings poetry in this session, using the sense of touch. They will explore the outdoor space through touch and develop an interactive sensory stick to describe the outdoor place. They will read and discuss kennings poetry and perform poetry through intonation, tone, volume and action.
Lesson 6	Listen to and discuss a wide range of poetry. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Retrieve and record information from non-fiction books and articles.	In this final lesson, the children will consider all five senses and how they have developed a sense of the outdoor place. The children will develop a sensory memory structure. They will research what is needed to make a sensory garden and prepare sensory poems to read aloud. They will prepare a sensory celebration about the outdoor place.

PREPARATION

Ensure that children have access to a safe outdoor area where they can explore a sense of place through the sense of sight and record their observations.

Review this Cornwall County Council unit about how the locality can inform a sense of place: www.sense-of-place.co.uk/preview/docs/Our%20Special%20Place-%20unit.pdf

Resources

- Mirrors
- Adjectives cards (cards with adjectives written on them, such as 'golden', 'reflective' or 'bright')
- Clay
- Whiteboards
- Pens
- Images of 'tree faces' ('faces' that can be seen in the features of trees or faces that have been created on trees using clay)
- Fire-making kit

CONSIDER

Health & Safety

Assess and evaluate hazards and risks in your setting. See the health and safety chapter.

LESSON OBJECTIVES

We are developing a sense of place through the sense of sight.

We are creating a tree monster and developing a character that can be described using descriptive language.

National Curriculum Content

- Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

ADULT ROLES

- Support the children in finding and describing a range of objects to match their adjective.
- Encourage the children to use descriptive language to describe the clay character they have created.

WARM UP IDEAS

Squirrel climb (individual)

Encourage the children to hold a mirror reflective side-up, with one edge against the bridge of their nose so they can see into the mirror. Tell them to choose a tree in the outdoor area. By looking in their mirrors, children do a 'squirrel climb' up the tree and note the view. They then describe this view to a partner. Ask them to choose another tree and repeat the squirrel climb. What can they see? How different does this tree look through the mirror? How would they describe this viewpoint?

Introductory activity

Talk to the children about the outdoor learning area and ask them to describe the place where they are. Answer key questions like:

- Where would you go to be alone?
- Which tree would you like to climb?
- What is the most beautiful thing you have ever seen in the area?
- If you could take one thing with you from this place, what would it be?
- What colours can you see?
- How do you feel? Do you feel safe/excited/calm/happy?

See the preparation section for further sense of place ideas and additional questions.

MAIN ACTIVITIES

Sense of place: sight

Challenge 1 (individual and in pairs)

Adjectives game

Give each child a card with an adjective written on it, e.g. golden, reflective, etc. Ask them to collect as many natural and man-made objects linked to that adjective as they can in ten minutes. Discuss with a partner:

- What items have they found that match the adjective?
- Can they use the adjective to construct some descriptive sentences about the objects they have found?
- Can they use other adjectives to describe the objects and the place in which they found them?

Challenge 2 (whole class, individual and in pairs)

Tree monsters

Discuss any natural faces that children can spot in the outdoor learning area.

- Can they see faces within the trees?
- Do the trees create shadows that also create faces?
- Can they find any other places where natural faces are created?
- Show the children some images of tree monsters created using the natural features of the trees and natural objects.
- Give each child some clay and ask them to create tree monsters using existing tree features.

Once the clay characters have been made, pairs discuss:

- What is the name of your tree character?
- What special powers do they have?
- Where have they come from?
- Where do they live?
- Why are they in this place?

Challenge 3 (groups of four)

Character tree walk

Encourage groups to look at all the tree monsters and characters that have been created in the area. How have they used the natural features of trees and plants to create the tree faces? How would they describe some of the characters they have seen? Ask them to list words on a whiteboard to describe the different characters.

Extension (whole class and in pairs)

Tree monster tales

If there is time, build a fire using the step-by-step principles from the health and safety chapter. Encourage the children to talk about their tree monsters and use them to tell a partner a story involving their character, using the questions previously discussed as a framework.

PLENARY

Talk to the children about what they have seen and observed in the outdoor area. What natural objects have they found? What natural objects and features did they use to make their clay faces/tree monsters? How would they describe the outdoor space based on what they can see? Refer back to the sense of place questions in the introductory activity.

Back in the classroom

- Write a description of the tree character they have made.
- Write a description of the outdoor learning area and the natural faces that they have found in this area.
- Develop a whole-class interactive guide to the outdoor learning area, starting with what they can see in the area, and develop a section on a sense of the outdoor place through sight.
- Encourage the children to write sentences to describe their outdoor space by writing on a 'sight postcard', which could be given to someone who has never been to the area or be used for a display.

EVALUATION/FOLLOW ON

- What went well today?
- Which children understood the concepts?
- Which children needed more help?
- Are there other resources you can use?
- Can you use some the sense of sight postcards to develop a sense of place display in the classroom?

PREPARATION

Ensure that you have access to an outdoor area where the children are able to listen to and record a variety of sounds.

Review www.primaryresources.co.uk/english/powerpoints/Haiku_Poems.ppt. Print some examples.

Forest Craft by Richard Irvine provides further ideas for the development of a rhythm stick.

Resources

- Sound poems, tablet and blank postcards
- Mallets, sheaf knives and hazel sticks
- Tin cans
- Double-sided tape
- Examples of haikus

Previous learning

Talk to the children about what a sense of place means and revisit some of the sense of place questions from the first lesson.

CONSIDER

Health & Safety

Assess and evaluate hazards and risks in your setting. See the health and safety chapter.

LESSON OBJECTIVES

We are developing a sense of place through sound. We are identifying sounds and developing a haiku poem using the sounds of the outdoor place.

National Curriculum Content

- Listen to and discuss a wide range of poetry.
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

ADULT ROLES

- Support the children in developing a haiku poem.
- Encourage the children to use language that supports rhythm.

WARM UP IDEAS

Human camera (in pairs)

Tell the children to lead their partner, who has their eyes closed, to a nice view in the outdoor area. Remind them that they need to ask their partner's permission to gently touch their ear and say 'Click!', so that their partner opens their eyes and can take in the view like a snapshot. Swap roles. Repeat this activity three times. Encourage the children to remember as much as they can about their favourite view and draw their view on a postcard, using descriptive language to describe it on the other side.

Introductory activity (individual and whole class)

Magic spot

Ask the children to find their own space, which is their 'magic spot'. This could be in a secret den, under a tree or sitting beside their favourite log. Explain that this is a reflective activity, where they need to sit on their magic spot and listen carefully to what they can hear.

Key questions to ask the children before and as a result of the activity:

- Can they hear the leaves in the outdoor area?
- What was the loudest sound they heard?
- What was the quietest sound they heard?
- What sounds can they hear that sum up this place well?

MAIN ACTIVITIES

Sense of place: sound

Challenge 1 (individual and in pairs)

Magic spot sounds

Returning to their magic spot or a new place, children record all the sounds they can hear in words and pictures on a postcard.

Looking at the words on their postcard, can they work out how many syllables the word has? For example, rustling has two.

Encourage the children to tap out the words on their knees if they are unsure about how many syllables the word has.

When they have completed this task, encourage pairs to share the words and pictures they have recorded on the postcards. Check that the number of syllables recorded is correct for the words listed. Are there any tricky words they have identified where there is a disagreement on the number of syllables?

Note: local dialect may influence the number of syllables children identify in some words.

Challenge 2 (individual and in pairs)

Haikus

Show the children some examples of a haiku poem. Read some haiku poems relating to the outdoors to the children. Can they use their sound postcards to develop a haiku poem? Remind the children that they need five syllables in the first line, seven in the second line and five in the final line.

Once the children have developed their poems, encourage them to read them to a partner, ensuring that the 5, 7, 5 pattern has been followed. What descriptive words give a real sense of the sounds?

Challenge 3 Extension (individual)

Natural instruments

If there is time, let children select natural objects to make a musical instrument. This could be a simple instrument made using a clean tin can with natural objects inside to make a shaker. Double-sided sticky tape could be placed around the outside to decorate the instrument. Other instruments could include a rhythm stick, which could be created using a sheath knife and mallet following the instructions below. Following the guidance in the health and safety chapter for safe knife use, work individually.

- The knife is placed on a hazel stick and a mallet is used to tap the knife to score the wood.
- Then whittle a mark in the wood using the knife.
- This is repeated several times down the stick to create an undulating effect on the stick.
- Can they make instruments that reproduce some of the natural sounds that they hear in this place?

PLENARY

Discuss with the children the sounds they have heard in the outdoor area. What have they learned about haiku poetry and the use of words to form a haiku poem? What musical instruments have they developed and how has this helped them to perform poetry?

Back in the classroom

- Develop a class book of haiku poems.
- Continue to develop the whole-class interactive guide to the outdoor area; include a haiku poetry and sounds section within the guide.
- Continue to develop sounds that reflect and describe the outdoor learning area.
- Create and perform a whole-class rhythm poem about the soundscape, using the natural instruments to play music that evokes the sense of place.

EVALUATION/FOLLOW ON

- What went well today?
- Which children understood the concepts?
- Which children needed more help?
- Are there other resources you can use?
- Can you use some of the instruments made to make a display of different materials in the classroom?

PREPARATION

Ensure that the children have access to a safe outdoor area where they will be able to experience and record a range of smells.

Review www.gardeningknowhow.com/special/children/herb-gardens-for-children.htm

Resources

- Range of herbs and other items with distinctive smells, placed in bowls/plates
- Pine cones, paper cups, water and food colouring
- Tiles, safety glasses and gloves, mallets and outdoor tile grout
- Plant pots and compost
- Cloth and wet wipes
- Herbs or seeds for planting a pizza garden: oregano, parsley and basil
- Story prompt cards

Previous learning

Talk to the children about the sense of place through sight and sound; what have they discovered so far?

CONSIDER

Health & Safety

Assess and evaluate hazards and risks in your setting. See the health and safety chapter.

LESSON OBJECTIVES

We are exploring a sense of place through smell. We are making smelly potions and using them to create a setting and a plot for a story.

National Curriculum Content

- Retrieve and record information from non-fiction books and articles.
- Draft and write narratives, creating settings, characters and plots.

ADULT ROLES

- Support the children in finding a plant that smells and encourage the children to develop a narrative, using the smelly cocktail as part of the plot.

WARM UP IDEAS

Whole class

Children stand in a circle. Explain that you will throw the pine cone to someone in a circle and call out earth, water or sky as you throw. The child receiving the pine cone must name an animal that lives in the earth, water or sky, whichever has been called. They then throw the cone to another person, calling out either earth, water or sky and the child that catches the cone has to name another animal, and so on. If a child struggles to name one, the children on either side of them can help.

Introductory activity (whole class and in pairs)

Discuss what the children have learned to date about the outdoor learning area. What have they seen and heard? How have they recorded these observations and used them to develop their descriptive writing? What have they learned about this place in particular? In this lesson, the children will focus on smell. What smells can they already detect in the outdoor area?

Have a range of different plants and other items that the children can smell placed in pots and small bowls. In pairs, one child closes their eyes and the other selects a plant/plate for the other child to guess the smell.

- Can they identify any smells?
- What words can they use to describe the different odours?
- What herbs do they know?
- Do they know what the herbs are used for?
- How easy or hard is it to use only the sense of smell to identify plants?

MAIN ACTIVITIES

Sense of place: smell

Challenge 1 (individual)

Smelly potion

Give each child a reusable paper cup and explain that they need to find as many things as they can in the outdoor area to make a smelly woodland potion, as well as a stick to stir it with. Go through some key safety principles with the children about what plants and objects they are not permitted to touch to ensure safety. When the children have collected their items, they fill the cup with coloured water and sprinkle it with 'magic dust'.

- Ask the children to think of a name for their smelly potion.
- What special powers does it have?
- Can they describe the colour, texture and smell?
- How does their woodland potion reflect the place where it was found?

Challenge 2 (in pairs)

Potion tales

Ask the children to think of a plot for a story involving their smelly potion. Model an example with the children, using a story prompt card to support the storytelling. The card could have symbols and pictures on it to support the storytelling process. For example:

- Two children were playing in the woods on a sunny afternoon. They were mixing potions when, with a stir of a stick, they suddenly disappeared in a puff of purple smoke.
- Where did they go?
- Who did they see?
- What was their quest?
- How did they return?

Pairs begin to devise a tale.

Challenge 3 (in pairs)

Mini herb garden

Each pair has a plant pot.

- If deemed safe, let the children use a mallet, wearing safety gloves and glasses, to break up some tiles.
- Still wearing gloves to handle the tiles and outdoor tile grout, place the small broken tiles on the plant pot covered in tile cement in a mosaic design. Once the design is in place, spread tile grout over the tiles to seal the design.
- Clean the tiles immediately, using a wet wipe or damp cloth to clean the design before allowing it to dry.
- Once the pot has been completed, children can fill the pot with compost.
- They can make a pizza herb garden by planting basil, parsley and oregano, either as seeds or as seedlings.

PLENARY

Discuss with the children the smells they have experienced in the outdoor area. What have they planted in their mini herb gardens? How can they use the smelly woodland potion they have developed to support them in story-writing?

Back in the classroom

- Use the smelly potion and its magic powers and develop these names and ideas into a story.
- Build on the interactive guide to the outdoor learning area so that it includes an interactive guide to smells and the herb gardens that have been developed.

EVALUATION/FOLLOW ON

- What went well today?
- Which children understood the concepts?
- Which children needed more help?
- Are there other resources you can use?
- Can you use some of the plants or natural objects collected to make a display of different smells in the classroom?

PREPARATION

Ensure that the children have access to a range of items that they could taste. These can be brought in if they do not grow naturally in the outdoor area but ensure that you have the leaves or source of the items to show the children, to help them with identification of the plant or tree, e.g. if bringing in blackberries, show the children the plant these come from.

Identify any harmful plants and fruits and make these known to the children by marking them with a red cone or label.

Resources

- Food items, blindfolds and tray
- Sets of images of non-edible and edible plants, flowers and fruits
- Pens to write on leaves
- https://naturedetectives.woodlandtrust.org.uk/naturedetectives/activities/2015/06/fantastic-fruits-and-seeds
- https://naturedetectives.woodlandtrust.org.uk/naturedetectives/blogs/nature-detectives-blog/2016/09/autumn-foraging-tips-kids
- Fire-making kit
- Folded flatbreads, cheese, tomato puree, foil, griddle, pan and herbs.
- Ingredients for dandelion recipes: www.ediblewildfood.com/dandelion-fritters.aspx

Previous learning

Talk to the children about the sense of place through sight, sound and smell; what have they discovered so far?

LESSON OBJECTIVES

We are developing a sense of place through taste and foraging for natural food items. We are following written recipes and looking at how they are structured.

National Curriculum Content

- Retrieve and record information from non-fiction books and articles.
- Identify how language, structure and presentation contribute to meaning.

ADULT ROLES

- Support the children in finding items in the outdoor area that are edible.
- Support them in using recipes and with how to follow the structure.

WARM UP IDEAS

In pairs

Place a range of natural food items on a tray. One child is blindfolded/closes their eyes and the other takes a food item for them to guess what it is. They then swap. Do they guess the natural food items correctly?

Introductory activity (whole class)

Explain that this week children are going to develop a sense of place through taste. What do they know about foraging? What does this mean?

They will be able to forage for items that they can eat within the outdoor area but must only eat them if they have checked safety with an adult. Give groups a range of pictures of fruit, flowers, plants and trees and some actual plants to look for. Tell them that they will be sorting items that they collect into edible and non-edible foods later.

Note: If you are foraging for the first time with children, ensure that you only ask them to look for items where there is no doubt as to what the flower or plant is, e.g. dandelions, primroses, etc. Always emphasise that children should only taste them if they have checked with an adult.

CONSIDER

Health & Safety

Assess and evaluate hazards and risks in your setting. See the health and safety chapter.