



# WOODVALE PRIMARY ACADEMY

## Woodvale Primary Academy Complementary Curriculum with Outdoor Learning

Year group and skills	Teacher Led and Curriculum Provision	Continuous Provision	Informal Provision
<p><b>NURSERY</b></p> <p><b>Attachment – Secured - Nurtured</b>  <b>Discovering the Academy environment</b>  <b>Learn by doing</b>  <b>Develop of fine and gross motor skills</b>  <b>Explore risk taking</b>  <b>Fun in the Outdoors</b></p> <p><a href="#">Effective Practice in Outdoor Learning</a></p> <p><a href="#">Early Years Outdoors – Northern Ireland Curriculum</a></p>	<p>Use of outdoors in personal, social &amp; emotional development – sharing, cooperating – parachute games            Permission to be curious – cause and effect, pouring water – rolling a ball.            Introduction to seasonal indicators and time of day – be out regularly in all seasons, shadows, position of the sun            Guided in outdoor adventurous activities – introduction to picture maps and sense of place, use of trails            Imaginative play – role play            Shapes, Form, Patterns, Colour – leaves, twigs, stones/rocks, insects etc</p>	<p>Petting farm visits            Outdoor nurseries            Journeying through ‘nearby nature’ e.g.            Academy woodland            Nature reserve visit            Growing plants from seed            Collecting leaves and seeds</p>	<p>Outdoor Play            Outdoor clothing loan            Family Walks            National Trust ‘50 Things’  <a href="https://nt.global.ssl.fastly.net/documents/50-things-activity-list.pdf">https://nt.global.ssl.fastly.net/documents/50-things-activity-list.pdf</a></p>
<p><b>EYFS</b></p> <p><b>Attachment – Secured - Nurtured</b>  <b>Discovering the Academy environment</b>  <b>Learn by doing</b>  <b>Develop of fine and gross motor skills</b>  <b>Explore risk taking</b>  <b>Fun in the Outdoors</b></p> <p><a href="#">Effective Practice in Outdoor Learning</a></p> <p><a href="#">Early Years Outdoors – Northern Ireland Curriculum</a></p>	<p>Use of outdoors in personal, social &amp; emotional development – sharing, cooperating – parachute games            Permission to be curious – cause and effect, pouring water – rolling a ball.            Introduction to seasonal indicators and time of day – be out regularly in all seasons, shadows, position of the sun            Guided in outdoor adventurous activities – introduction to picture maps and sense of place, use of trails            Imaginative play – role play            Shapes, Form, Patterns, Colour – leaves, twigs, stones/rocks, insects etc</p>	<p>Petting farm visits            Outdoor nurseries            Journeying through ‘nearby nature’ e.g.            Academy woodland            Nature reserve visit            Growing plants from seed            Collecting leaves and seeds</p>	<p>Outdoor Play            Outdoor clothing loan            Family Walks            National Trust ‘50 Things’  <a href="https://nt.global.ssl.fastly.net/documents/50-things-activity-list.pdf">https://nt.global.ssl.fastly.net/documents/50-things-activity-list.pdf</a></p>
<p><b>Summer 1</b></p>	<p>Weekly adult led job outside – this links to planned teaching e.g. making patterns outside using bricks/natural resources, obstacle courses, acting out talk for writing text or counting on and back using a large number track.</p>	<p>Children have 1 ‘busy learning’ session a day outside where they can access:</p> <ul style="list-style-type: none"> <li>• Water area</li> <li>• Mud kitchen</li> <li>• Math’s area</li> <li>• Invention shed</li> <li>• Bikes</li> <li>• Balance beams/balls/hoops</li> </ul>	



# WOODVALE PRIMARY ACADEMY

		<ul style="list-style-type: none"> <li>Large construction</li> </ul>											
<b>Summer 2</b>	<p>Weekly adult led job outside – this links to planned teaching e.g. making patterns outside using bricks/natural resources, obstacle courses, acting out talk for writing text or counting on and back using a large number track.</p> <p>Splash day to be arranged for end of Summer 2 – link to ‘Who lives in a rockpool’ topic.</p>	<p>Children have 1 ‘busy learning’ session a day outside where they can access:</p> <ul style="list-style-type: none"> <li>Water area</li> <li>Mud kitchen</li> <li>Math’s area</li> <li>Invention shed</li> <li>Bikes</li> <li>Balance beams/balls/hoops</li> <li>Large construction</li> </ul>											
<p><b>KS1</b></p> <p><b>Exploration and Engagement with the environment</b>  <b>To develop independence, confidence cooperative learning and inclusion</b>  <b>Memory making and to develop a lifelong love of the outdoors</b>  <b>To develop reflective and inquisitive thinking along with problem-solving approaches in ‘real’ situations</b>  <b>To follow an enquiry about the environment</b>  <b>To communicate knowledge about the environment.</b></p>	<p>Guided in outdoor adventurous activities, teambuilding and Reviewing Local environment species identification – minibeast hunt, simple categories, nature table (share and display).          Introduction to nature sustainable values &amp; behaviour – growing, composting          Describing affective nature experiences through written word and visual art – share in the awe and wonder          Geography field trip – simple hypothesis testing (Scientific process)          Regular access to outdoor learning opportunities in support of class-based learning.</p>	<p>Nature reserve visit          Growing plants from seed          Enjoying ‘living outdoors’ :-Camping, fire-lighting, cooking &amp; shelter building          Observing wildlife &amp; keeping a journal          Outdoor activity participation following guidance e.g. personal caching or orienteering sessions.          Experience an overnight stay</p>	<p>School grounds play structures          Family beach combing          Nature trails          Self led play in nearby nature  <a href="#">Outdoor Activity Ideas from Learning through Landscapes</a></p>										
<p><b>Year 1</b>  <b>Summer 1</b></p>	<table border="1"> <tr> <td><b>Cornerstones</b></td> <td>Splendid Skies Companion: Are all leaves the same?</td> </tr> <tr> <td><b>Science LTI</b></td> <td>Are all leaves the same?</td> </tr> <tr> <td><b>Art and Design</b></td> <td>Art and Design skills</td> </tr> <tr> <td><b>Design and Technology</b></td> <td>Structures – Making a windmill (link to splendid skies)</td> </tr> <tr> <td><b>Music</b></td> <td>Charanga Your Imagination</td> </tr> </table>	<b>Cornerstones</b>	Splendid Skies Companion: Are all leaves the same?	<b>Science LTI</b>	Are all leaves the same?	<b>Art and Design</b>	Art and Design skills	<b>Design and Technology</b>	Structures – Making a windmill (link to splendid skies)	<b>Music</b>	Charanga Your Imagination	<p>Nature's treasures walk          Develop children’s knowledge of weather and the seasons. Children will observe, identify and measure features of the weather, both everyday and extreme. link to RSPB work</p>	
<b>Cornerstones</b>	Splendid Skies Companion: Are all leaves the same?												
<b>Science LTI</b>	Are all leaves the same?												
<b>Art and Design</b>	Art and Design skills												
<b>Design and Technology</b>	Structures – Making a windmill (link to splendid skies)												
<b>Music</b>	Charanga Your Imagination												



# WOODVALE PRIMARY ACADEMY

	<b>PE Indoor</b>	Throwing-Power of PE unit	
	<b>PE Outdoor</b>	Games: Throwing and catching	
	<b>Computing</b>	Scratch Jr Programming	
	<b>MFL</b>	French – BBC Bite size KS1	
	<b>RE</b>	<b>Theme:</b> Shabbat <b>Religion:</b> Judaism	
	<b>PSHE and RSE</b>	Health and Wellbeing: Physical Health and mental wellbeing Growing and changing Keeping safe	
Year 1 Summer 2	<b>Cornerstones</b>	School Days Companion: Street View	This project teaches children about their own school and locality, both today and in the past Fieldwork; Human and physical features; Maps; Local environment; Changes over time Growing – Fruits and Vegetables Playing safely and safety in the sun. Art work could be based on outdoor opportunities.
	<b>Science LTI</b>	How does it feel? What keeps us dry?	
	<b>Art and Design</b>	Sculptures and collages	
	<b>Design and Technology</b>	Food – Fruits and Vegetables (D)	
	<b>Music</b>	Charanga Reflect Rewind and Replay	
	<b>PE Indoor</b>	Catching-Power of PE unit	
	<b>PE Outdoor</b>	Cheerleading	
	<b>Computing</b>	Using and Applying	
	<b>MFL</b>	French – BBC Bite size KS1	
	<b>RE</b>	<b>Theme:</b> Rosh Hashanah and Yom Kippur <b>Religion:</b> Judaism	
<b>PSHE and RSE</b>	Health and Wellbeing: Physical Health and mental wellbeing Growing and changing Keeping safe		
Year 2 Summer 1	<b>Cornerstones</b>	Magnificent Monarchs Companion Project: Portraits and poses	Significant places à Could be linked to Northampton project and Althorp House Art work could be based on outdoor opportunities.
	<b>Science LTI</b>		



# WOODVALE PRIMARY ACADEMY

	<b>Art and Design</b>	Human Form	
	<b>Design and Technology</b>	Mechanisms: Fairground Wheel	
	<b>Music</b>	Charanga Friendship Song	
	<b>PE Indoor</b>	Health Related Exercise- Power of PE unit	
	<b>PE Outdoor</b>	Games: Improve balance: Power of PE	
	<b>Computing</b>	Using the Internet/Online Safety	
	<b>MFL</b>	French – BBC Bite size KS1	
	<b>RE</b>	Theme: Community and belonging Religion: Islam	
	<b>PSHE and RSE</b>	Health and Wellbeing: Physical Health and mental wellbeing Growing and changing Keeping safe	
Year 2 Summer 2	<b>Cornerstones</b>	Coastline Companion Project: Beach Hut	This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire. Compass directions; Physical processes – erosion; Changes over time; Tourism Art work could be based on outdoor opportunities.
	<b>Science LTI</b>	Will it degrade?	
	<b>Art and Design</b>	Sculpture and Mixed Media	
	<b>Design and Technology</b>	Food: A balanced diet	
	<b>Music</b>	Charanga Reflect, Rewind and Replay	
	<b>PE Indoor</b>	Athletics- Power of PE unit	
	<b>PE Outdoor</b>	Multi-skills- Power of PE unit	
	<b>Computing</b>	Using and Applying	
	<b>MFL</b>	French – BBC Bite size KS1	
	<b>RE</b>	Theme: Hajj Religion: Islam	
<b>PSHE and RSE</b>	Health and Wellbeing: Physical Health and mental wellbeing Growing and changing Keeping safe		



# WOODVALE PRIMARY ACADEMY

<p><b>LKS2</b></p> <p><b>Wider exploration and Engagement with the environment</b>  <b>To develop further independence, confidence cooperative learning and inclusion</b>  <b>Memory making and to develop a lifelong love of the outdoors</b>  <b>To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations</b>  <b>To develop enquiry about the environment</b>  <b>To communicate knowledge about the environment.</b></p>	<p>Describing affective nature experiences through writing and art work.          Link outdoor activities and problem solving and challenges to class texts/topics (Stig, A quest - Odysseus, Survival/habitats, Viking Sagas)          Geography field trip – hypothesis testing (Scientific process) – climate recording, impact day/night          Developing teamworking and problem solving as part of PE OAA          Exploring human impact and dependency on nature          Use of <a href="#">Alfresco Maths Cards</a> (I have brought a pack for each Academy)</p>		<p>Outdoor activity participation following guidance or orienteering sessions (individually or in groups)          Tree planting <a href="#">Woodland Trust – Free Trees</a>          Fruit &amp; vegetable garden – Gardening Club          Understanding your local community and cultural          Keep climate/weather records</p>	<p>Age specific activity from 'Nature Organisations'. e.g. WWT or RSPB          Fruit &amp; vegetable garden – Gardening Club - <a href="#">RHS</a></p>
<p><b>Year 3</b> <b>Summer 1</b></p>	<p><b>Cornerstones</b></p>	<p>Predator</p>	<p>Develop children’s knowledge of predatory animals, plants, food chains, habitats and learn the key parts and functions of animals and plants.          Linked science investigations: How do fossils form? What are our joints for? Why are trees tall? What do owls eat? How do worms move?          Food chains; Fossils; Plant parts and functions; Water transportation in plants; Skeletal systems; Working scientifically          Fieldwork; Using maps          Art and Design skills could focus on outdoor work.</p>	
<p><b>Science LTI</b></p>	<p>What are flowers for? (LTI)          How do fossils form? What are our joints for? Why are trees tall?          What do owls eat? How do worms move? (LTI)</p>			
<p><b>Art and Design</b></p>	<p>Art &amp; Design Skills</p>			
<p><b>Design and Technology</b></p>	<p>Mechanical Systems: Pneumatic Toys</p>			
<p><b>Music</b></p>	<p>Charanga          Bringing Us Together</p>			
<p><b>PE Indoor</b></p>	<p><b>Swimming → Orienteering</b></p>			
<p><b>PE Outdoor</b></p>	<p>Games- Tennis: Power of PE</p>			
<p><b>Computing</b></p>	<p>Presentation skills</p>			
<p><b>MFL</b></p>	<p>Our School</p>			
<p><b>RE</b></p>	<p>Theme: Hindu Beliefs Religion: Hinduism</p>			
<p><b>PSHE and RSE</b></p>	<p>Health and Wellbeing:          Physical Health and mental wellbeing          Growing and changing          Keeping safe</p>			
<p><b>Year 3</b> <b>Summer 2</b></p>	<p><b>Cornerstones</b></p>	<p>Emperors and Empires          Companion Project: Mosaic Masters</p>	<p>Visit to a local Roman Villa – Bancroft in MK?          Maps</p>	



# WOODVALE PRIMARY ACADEMY

	<b>Science LTI</b>	Did the Romans use toilet roll?	<p>Art and Design making use of outdoor opportunities.</p> <p>Growing and Easting Seasonally.</p> <p>Health and Well being à Introducing the children to meditation outside.</p> <p>Introducing the children to Tai Chi.</p>
	<b>Art and Design</b>	Craft	
	<b>Design and Technology</b>	Food: Eating seasonally	
	<b>Music</b>	Charanga Reflect, Rewind and Replay	
	<b>PE Indoor</b>	Games- Handball- Power of PE unit	
	<b>PE Outdoor</b>	Games: Hockey: Power of PE	
	<b>Computing</b>	Using and applying	
	<b>MFL</b>	Time	
	<b>RE</b>	Theme: Pilgrimage to the River Ganges Religion: Hinduism	
	<b>PSHE and RSE</b>	Health and Wellbeing: Physical Health and mental wellbeing Growing and changing Keeping safe	
Year 4 Summer 1	<b>Cornerstones</b>	Traders and Raiders	<p>Develop children's knowledge of Britain's early invaders and settlers</p> <p>Make sailing boats</p> <p>Using maps; Settlements; Europe</p> <p>Art work could focus on the outdoors.</p>
	<b>Science LTI</b>	How did Vikings dye their clothes?	
	<b>Art and Design</b>	Formal Elements	
	<b>Design and Technology</b>	Mechanical systems: Making a Slingshot Car	
	<b>Music</b>	Charanga Blackbird	
	<b>PE Indoor</b>	Cheerleading: scheme of work in the planning folder	
	<b>PE Outdoor</b>	Games: Tri- Golf- Power of PE unit	
	<b>Computing</b>	Scratch questions and answers	
	<b>MFL</b>	What's the Time	
	<b>RE</b>	Theme: The 8-fold path Religion: Buddhism	
<b>PSHE and RSE</b>	Health and Wellbeing: Physical Health and mental wellbeing Growing and changing		
Year 4	<b>Cornerstones</b>	Blue Abyss	



# WOODVALE PRIMARY ACADEMY

<p><b>Summer 2</b></p>	<table border="1"> <tr> <td><b>Science LTI</b></td> <td>Are all sea creatures the same? How does pollution affect habitats?</td> </tr> <tr> <td><b>Art and Design</b></td> <td>Sculpture</td> </tr> <tr> <td><b>Design and Technology</b></td> <td>Food: Adapting a Recipe</td> </tr> <tr> <td><b>Music</b></td> <td>Charanga Reflect, Rewind and Replay</td> </tr> <tr> <td><b>PE Indoor</b></td> <td>Indoor Athletics- Sports hall competition format</td> </tr> <tr> <td><b>PE Outdoor</b></td> <td>Games: Hand ball- Power of PE unit</td> </tr> <tr> <td><b>Computing</b></td> <td>Using and Applying</td> </tr> <tr> <td><b>MFL</b></td> <td>Holidays and Hobbies</td> </tr> <tr> <td><b>RE</b></td> <td>Theme: Prayer and Worship Religion: Christianity</td> </tr> <tr> <td><b>PSHE and RSE</b></td> <td>Health and Wellbeing: Physical Health and mental wellbeing Growing and changing</td> </tr> </table>	<b>Science LTI</b>	Are all sea creatures the same? How does pollution affect habitats?	<b>Art and Design</b>	Sculpture	<b>Design and Technology</b>	Food: Adapting a Recipe	<b>Music</b>	Charanga Reflect, Rewind and Replay	<b>PE Indoor</b>	Indoor Athletics- Sports hall competition format	<b>PE Outdoor</b>	Games: Hand ball- Power of PE unit	<b>Computing</b>	Using and Applying	<b>MFL</b>	Holidays and Hobbies	<b>RE</b>	Theme: Prayer and Worship Religion: Christianity	<b>PSHE and RSE</b>	Health and Wellbeing: Physical Health and mental wellbeing Growing and changing		<p>Teach children about the human uses and physical features of the sea developing their knowledge of ocean layers, sea exploration, food chains, habitats and pollution.</p> <p>Linked science investigations: How does pollution affect habitats? Look at litter picking activity to preserve and support local habitats. Art work could focus on the outdoors.</p>	
<b>Science LTI</b>	Are all sea creatures the same? How does pollution affect habitats?																							
<b>Art and Design</b>	Sculpture																							
<b>Design and Technology</b>	Food: Adapting a Recipe																							
<b>Music</b>	Charanga Reflect, Rewind and Replay																							
<b>PE Indoor</b>	Indoor Athletics- Sports hall competition format																							
<b>PE Outdoor</b>	Games: Hand ball- Power of PE unit																							
<b>Computing</b>	Using and Applying																							
<b>MFL</b>	Holidays and Hobbies																							
<b>RE</b>	Theme: Prayer and Worship Religion: Christianity																							
<b>PSHE and RSE</b>	Health and Wellbeing: Physical Health and mental wellbeing Growing and changing																							
<p><b>UKS2</b></p> <p><b>To develop independence, confidence and inclusion Managing Risk and Risk taking</b>  <b>To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations</b>  <b>Problem Solving</b>  <b>Resilience</b>  <b>Exploration and</b>  <b>Engagement with the environment</b>  <b>To develop independence, confidence cooperative learning and inclusion</b>  <b>Memory making and to develop a lifelong love of the outdoors</b>  <b>To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations</b>  <b>To develop enquiry about the environment</b>  <b>To communicate knowledge about the environment.</b></p>	<p>Science experiments in nearby nature          Mathematical patterns in nature – Fibonacci Sequence, buds pattern on stems etc          STEM - Outside          Basic competency in outdoor adventurous activities – solo orienteering on academy grounds, set/design course for others, orienteering in other locations (Academies in the area, parks and open spaces). Familiar with working together to solve problems, run a team building event for Year 2 class as transition to KS2.          OAA PE curriculum delivered.          Exploring human impact and dependency on nature – social action project/<a href="#">Eco-Schools</a>. Help maintain and develop outdoor area. <a href="#">WWF</a> have some great resources and activities. Share any project through and assembly presentation or on-line – run a campaign          Expressing own relationship with nature through written word and visual art.          Experience a multi-day residential          Complete the <a href="#">National Outdoor Learning Award</a></p>	<p>Outdoor activity participation following guidance e.g. personal geo-caching or orienteering sessions (individually or in groups multiple night camps including cooking for self &amp; others.          Light a fire          Increased reflection in and on nature.          Playground 'buddies'          Eco-champions          Basic First-Aid          Keep a record of birds and what they eat – <a href="#">RSPB</a> Big School Bird Watch/Schools Wild Challenge</p>	<p>Remote walks with family or youth group  <a href="#">Wildlife Trust Activities</a></p>																					



# WOODVALE PRIMARY ACADEMY

<p>To use the environment through the curriculum to experiment, feedback, reflect and review findings and knowledge.</p> <p><a href="#">Solid foundation for Outdoor Learning Provision</a> – Scotland’s Outdoor Learning Guidance</p>																									
<p><b>Year 5</b> <b>Summer 1</b></p>	<table border="1"> <tr> <td><b>Cornerstones</b></td> <td>Off with her head</td> </tr> <tr> <td><b>Science LTI</b></td> <td>Why does a compass always point north?</td> </tr> <tr> <td><b>Art and Design</b></td> <td>Every Picture Tells a Story Analysing famous artists’ works</td> </tr> <tr> <td><b>Design and Technology</b></td> <td>Structure: Bridges</td> </tr> <tr> <td><b>Music</b></td> <td>Charanga Dancing in the Street</td> </tr> <tr> <td><b>PE Indoor</b></td> <td>Indoor Athletics: sports hall competition format</td> </tr> <tr> <td><b>PE Outdoor</b></td> <td>Games: Netball- Power of PE unit</td> </tr> <tr> <td><b>Computing</b></td> <td>Modelling: Sketch Up</td> </tr> <tr> <td><b>MFL</b></td> <td>School Life</td> </tr> <tr> <td><b>RE</b></td> <td>Theme: Prayer and Worship Religion: Sikhism</td> </tr> <tr> <td><b>PSHE and RSE</b></td> <td>Health and Wellbeing: Physical Health and mental wellbeing Growing and changing Keeping safe</td> </tr> </table>	<b>Cornerstones</b>	Off with her head	<b>Science LTI</b>	Why does a compass always point north?	<b>Art and Design</b>	Every Picture Tells a Story Analysing famous artists’ works	<b>Design and Technology</b>	Structure: Bridges	<b>Music</b>	Charanga Dancing in the Street	<b>PE Indoor</b>	Indoor Athletics: sports hall competition format	<b>PE Outdoor</b>	Games: Netball- Power of PE unit	<b>Computing</b>	Modelling: Sketch Up	<b>MFL</b>	School Life	<b>RE</b>	Theme: Prayer and Worship Religion: Sikhism	<b>PSHE and RSE</b>	Health and Wellbeing: Physical Health and mental wellbeing Growing and changing Keeping safe	<p>Why does a compass always point north?</p> <p>Tudor dance Maps Art work could focus on the outdoors.</p>	
<b>Cornerstones</b>	Off with her head																								
<b>Science LTI</b>	Why does a compass always point north?																								
<b>Art and Design</b>	Every Picture Tells a Story Analysing famous artists’ works																								
<b>Design and Technology</b>	Structure: Bridges																								
<b>Music</b>	Charanga Dancing in the Street																								
<b>PE Indoor</b>	Indoor Athletics: sports hall competition format																								
<b>PE Outdoor</b>	Games: Netball- Power of PE unit																								
<b>Computing</b>	Modelling: Sketch Up																								
<b>MFL</b>	School Life																								
<b>RE</b>	Theme: Prayer and Worship Religion: Sikhism																								
<b>PSHE and RSE</b>	Health and Wellbeing: Physical Health and mental wellbeing Growing and changing Keeping safe																								
<p><b>Year 5</b> <b>Summer 2</b></p>	<table border="1"> <tr> <td><b>Cornerstones</b></td> <td>Time Traveller</td> </tr> <tr> <td><b>Science LTI</b></td> <td>Do we slow down as we get older?</td> </tr> <tr> <td><b>Art and Design</b></td> <td>Design for Purpose Designing a coat of arms, a hospital room and creating new products</td> </tr> <tr> <td><b>Design and Technology</b></td> <td>Food: What Could be Healthier?</td> </tr> <tr> <td><b>Music</b></td> <td>Charanga Reflect, Rewind and Replay</td> </tr> <tr> <td><b>PE Indoor</b></td> <td>Dance- Power of PE</td> </tr> </table>	<b>Cornerstones</b>	Time Traveller	<b>Science LTI</b>	Do we slow down as we get older?	<b>Art and Design</b>	Design for Purpose Designing a coat of arms, a hospital room and creating new products	<b>Design and Technology</b>	Food: What Could be Healthier?	<b>Music</b>	Charanga Reflect, Rewind and Replay	<b>PE Indoor</b>	Dance- Power of PE	<p>Changes over the last century</p> <p>Local community Photography; Great artists – Andy Warhol, Salvador Dali; Collage</p>											
<b>Cornerstones</b>	Time Traveller																								
<b>Science LTI</b>	Do we slow down as we get older?																								
<b>Art and Design</b>	Design for Purpose Designing a coat of arms, a hospital room and creating new products																								
<b>Design and Technology</b>	Food: What Could be Healthier?																								
<b>Music</b>	Charanga Reflect, Rewind and Replay																								
<b>PE Indoor</b>	Dance- Power of PE																								



# WOODVALE PRIMARY ACADEMY

	<b>PE Outdoor</b>	Games: Rounders- Power of PE unit
	<b>Computing</b>	Make a website using HTML & skills check.
	<b>MFL</b>	Time Travelling
	<b>RE</b>	Theme: Beliefs and Practices Religion: Christianity
	<b>PSHE and RSE</b>	Health and Wellbeing: Physical Health and mental wellbeing Growing and changing Keeping safe
<b>Year 6 Summer 1</b>	<b>Cornerstones</b>	Darwin's Delights
	<b>Science LTI</b>	How have eyes evolved? How many worms are underground? Where do wild plants grow best? Why do birds have different beaks? Why is holly prickly?
	<b>Art and Design</b>	Photography
	<b>Design and Technology</b>	Structure: Playgrounds
	<b>Music</b>	Charanga Music and Me
	<b>PE Indoor</b>	Multi- skills: Power of PE
	<b>PE Outdoor</b>	Athletics- Power of PE unit
	<b>Computing</b>	Film Making
	<b>MFL</b>	This is France
	<b>RE</b>	Theme: Beliefs and ethics Religion: Humanism
	<b>PSHE and RSE</b>	Health and Wellbeing: Physical Health and mental wellbeing Growing and changing Keeping safe
<b>Year 6</b>	<b>Cornerstones</b>	Tomorrows World

How many worms are underground?  
Where do wild plants grow best? Why do birds have different beaks? Why is holly prickly?  
Develop children's knowledge of evolution and inheritance. Teach children about living things and their habitats, DNA and Darwin's theory of natural selection.  
Animal specimen observation  
Maps; Geographical similarities and differences; Islands of the world



# WOODVALE PRIMARY ACADEMY

Summer 2

<b>Science LTI</b>	How does light travel? Can you see through it? Can you turn a light down? What are reflections?
<b>Art and Design</b>	Still Life
<b>Design and Technology</b>	Mechanical systems: Automata toys
<b>Music</b>	Charanga Reflect, Rewind and Replay
<b>PE Indoor</b>	Indoor Athletics: sports hall competition format
<b>PE Outdoor</b>	Swimming (Orienteering)
<b>Computing</b>	Using and Applying
<b>MFL</b>	All in a Day
<b>RE</b>	Theme: Beliefs and moral values Religion: Islam
<b>PSHE and RSE</b>	Health and Wellbeing: Physical Health and mental wellbeing Growing and changing Keeping safe

How does light travel? Can you see through it? Can you turn a light down? What are reflections?  
Art work à still life outside



# Progression of Learning in Outdoor Education Woodvale Primary Academy

## Year group and skills

## Teacher Led Activities throughout Our Curriculum.

EYFS  
 Attachment – Secured - Nurtured  
 Discovering the Academy environment  
 Learn by doing  
 Develop of fine and gross motor skills  
 Explore risk taking  
 Fun in the Outdoors

Structured use of outdoors in personal, social & emotional development e.g. forest schools- **Sharing/ taking turns games outside every day**, ball games  
**Collaborative play**, e.g. **building together**, **Role play**  
 Introduction to seasonal indicators- **Nature walks, gardening, wildlife research e.g. minibests**  
 Led in outdoor adventurous activities **and maths- shape hunt, timing- on ipads, number formation.**

Year 1  
 Exploration and engagement with the environment  
 To develop independence, confidence cooperative learning and inclusion  
 Memory making and to develop a lifelong love of the outdoors  
 To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations  
 To develop enquiry about the environment  
 To communicate knowledge about the environment.

Led in outdoor adventurous activities – **To identify the different seasons and weather through weather walks and weather diaries. To throw, catch and control a ball.**  
 Local environment species identification - **Children to explore the school playground (or suitable area) and record the mini beasts they find. • When back in the classroom, children to answer questions about their data.**  
 Introduction to nature sustainable values & behaviour **To make a poster to keep Woodvale Tidy. To make information posters to reduce impact upon the environment e.g. Turn off the taps to save water –Turn off the lights when you leave a room – close outside doors when the weather is cold to save energy. Develop Eco Schools initiative in school.**  
 Describing affective nature experiences through writing and art work  
 Geography field trip – **Walk around the local area, reading and making maps. Academy/Town walk and identify all the different uses of how technology is used to make human lives better.**  
 Basic competency in outdoor adventurous activities - **Children will be made aware of and apply the key rules for Outdoor learning, including health and safety.**



# WOODVALE PRIMARY ACADEMY

<p><b>Year 2</b> <b>LKS2</b> Exploration and engagement with the environment Further develop independence, confidence cooperative learning and inclusion Memory making and to develop a lifelong love of the outdoors To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations To develop enquiry about the environment  To communicate knowledge about the environment.</p>	<p>Led in outdoor adventurous activities – <b>To identify the different seasons and weather through weather walks and weather diaries. To measure the rainfall over a week.</b> throw, catch and bounce a ball with increasing accuracy and develop skills in team games.</p> <p>Local environment species identification - N/A this term</p> <p>Introduction to nature sustainable values &amp; behaviour <b>To write a paragraph to explain the importance of keeping Northampton tidy and make suggestions ( rules) to keep the town tidy – Cross curricular link – writing instructions . Y2 - to explain the human impact of having visitors to Northampton – Pros and cons. to explain how greenhouse gases can have an effect upon the weather around the world. To make information posters to reduce impact upon the environment e.g. Turn off the taps to save water –Turn off the lights when you leave a room – close outside doors when the weather is cold to save energy.</b></p> <p>Describing affective nature experiences through writing and art – <b>Creation of Northampton display and visits to Country Parks</b></p> <p>Geography field trip – <b>Walk around Northampton, reading and making maps.</b> Academy/Town walk and identify all the different uses of how technology is used to make human lives better and locate on a map.</p> <p>Basic competency in outdoor adventurous activities - <b>Children will be more confident with and apply the key rules for Outdoor learning, including health and safety.</b></p>
<p><b>Year 3</b> <b>LKS2</b> Wider exploration and engagement with the environment Further develop independence, confidence cooperative learning and inclusion Memory making and to develop a lifelong love of the outdoors To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations To develop enquiry about the environment To communicate knowledge about the environment.</p>	<p>Describing affective nature experiences through writing and art – <b>To take the temperature outdoors in various settings and throughout different seasons to investigate temperature. To investigate whether where a container of water is placed affects the rate of evaporation. To find and photograph patterns in nature. To collect and print using natural resources.</b> Post positive comments online – Display positive comments in woodland area of Academy. How do people feel when they receive a positive comment? Relate back to posting comments online. <b>To describe the River ( from experiences of River Nene)</b></p> <p>Geography field trip – <b>Visit Lings Wood Nature Reserve. Making clay pottery in and from resources found in Academy woodland.</b></p> <p>Exploring human impact and dependency on nature- <b>Visit Lings Wood and explore the River Nene looking at human impact To use wooded area of Academy to role play Stone Age times the enable diary writing in English – look at human dependency on nature. To improve running, throwing and jumping technique and work co-operatively – Athletics. To take part in a treasure hunt activity to explain the Oness of God in Islam.</b></p> <p>Basic competency in outdoor adventurous activities - <b>Children will have learnt the key rules for Outdoor learning, including health and safety.</b></p>
<p><b>Year 4</b> Wider exploration and engagement with the environment Further develop independence, confidence and inclusion Memory making and to develop a lifelong love of the outdoors</p>	<p>Describing affective nature experiences through writing and art – <b>To take the temperature outdoors in various settings and throughout different seasons to investigate temperature. To investigate whether where a container of water is placed affects the rate of evaporation To find and photograph patterns in nature. To collect and print using natural resources.</b> Post positive comments online – Display positive comments in woodland area of Academy. How do people feel when they receive a positive comment? Relate back to posting comments online.</p> <p>Geography field trip – <b>Visit Lings Wood. Making clay pottery in and from resources found in Academy woodland.</b></p>



# WOODVALE PRIMARY ACADEMY

<p>To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations. To develop enquiry about the environment To communicate knowledge about the environment.</p>	<p>Basic competency in outdoor adventurous activities - <b>Children will have learnt the key rules for Outdoor learning, including health and safety.</b></p> <p>Exploring human impact and dependency on nature- <b>Visit Lings Wood looking at human impact To use wooded area of Academy to role play Stone Age times to enable diary writing in English – look at human dependency on nature.</b> . To improve running, throwing and jumping technique and work co-operatively – Athletics. To compete fairly and work well within a team to aim high – Interschool Competitions – Discuss impact on academy environment.</p>
<p>Year 5 To develop independence, confidence and inclusion Managing Risk and Risk taking To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations Problem Solving Resilience Exploration and Engagement with the environment To develop independence, confidence cooperative learning and inclusion Memory making and to develop a lifelong love of the outdoors To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations To develop enquiry about the environment  To communicate knowledge about the environment. To use the environment through the curriculum to experiment, feedback, reflect and review findings and knowledge.</p>	<p>Describing affective nature experiences through writing and art – <b>Library visit to find information about Northampton in Victorian time. Walk around Northampton to find Victorian architecture and Victorian links to the past. To explore places of Historical events of Northampton and create a map to identify the locations. To explore the work of William Morris – Visit the woodland in the Academy grounds and collect ideas from nature to use as an inspiration to create own artwork.</b></p> <p>Science experiments in 'nearby nature - <b>To identify how animals and plants are adapted to suit their environment in different ways.</b></p> <p>Basic competency in outdoor adventurous activities - <b>Children will have learnt the key rules for Outdoor learning, including health and safety.</b></p> <p>Exploring human impact and dependency on nature - <b>To understand computer networks - Children outside and each child represents a computer attached to Wi-Fi router-server –Trust server – ISP – Internet. Use string to demonstrate how all of this connects together and hence the name world wide web. Discuss how WWW helps to connect humans and discuss implications for impact on the environment for and against. Expressing own relationship with nature through written word and visual art – Hindu concept of birth and rebirth – make links to nature lifecycles – trees/plants</b></p>
<p>Year 6 To develop independence, confidence and inclusion Managing Risk and Risk taking To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations Problem Solving Resilience Exploration and Engagement with the environment To develop independence, confidence cooperative learning and inclusion Memory making and to develop a lifelong love of the outdoors To develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations To develop enquiry about the environment</p>	<p>Describing affective nature experiences through writing and art – <b>Library visit to find information about Northampton in Victorian time. Walk around Northampton to find Victorian architecture and Victorian links to the past. To explore places of Historical events of Northampton and create a map to identify the locations. To explore the work of William Morris – Visit the woodland in the Academy grounds and collect ideas from nature to use as an inspiration to create own artwork.</b></p> <p>Science experiments in 'nearby nature - <b>To identify how animals and plants are adapted to suit their environment in different ways.</b></p> <p>Basic competency in outdoor adventurous activities – <b>Children will have learnt the key rules for Outdoor learning, including health and safety. Build own shetlers from natural resources – Link to Mayans</b></p> <p>Exploring human impact and dependency on nature –<b>Using the same concept as Year 5, Discuss bow Data travels across the web. Discuss implications for impact on the environment for and against.</b></p> <p>Expressing own relationship with nature through written word and visual art – <b>Hindu concept of birth and rebirth – make links to nature lifecycles – trees/plants</b></p>



# WOODVALE PRIMARY ACADEMY

To communicate knowledge about the environment.  
To use the environment through the curriculum to experiment, feedback, reflect and review findings and knowledge.

Colour codes for each subject:

Geography Science History English Maths ICT RE P.E Art PSHE