



Skegness Junior and Infant Academy Outdoor Learning Plan



#Classroomswithclouds



During Terms 5 and 6, summer 2021 and 2022 Skegness Infant and Junior Academies will be maximising every outdoor opportunity in order to ensure that children can reconnect with learning and their environment in the most engaging way after the period of lockdown. The Outdoor Learning Plan has been developed to incorporate the following aims-

- To create Classrooms with Clouds- to show a real commitment to increasing time outdoors and adopt a Whatever the Weather approach.
- To encourage engagement with learning through use of the outdoors to address learning gaps that may have developed
- To support transition by building key skills through access to the outdoors
- To incorporate our academy values into our teaching and learning throughout this period.

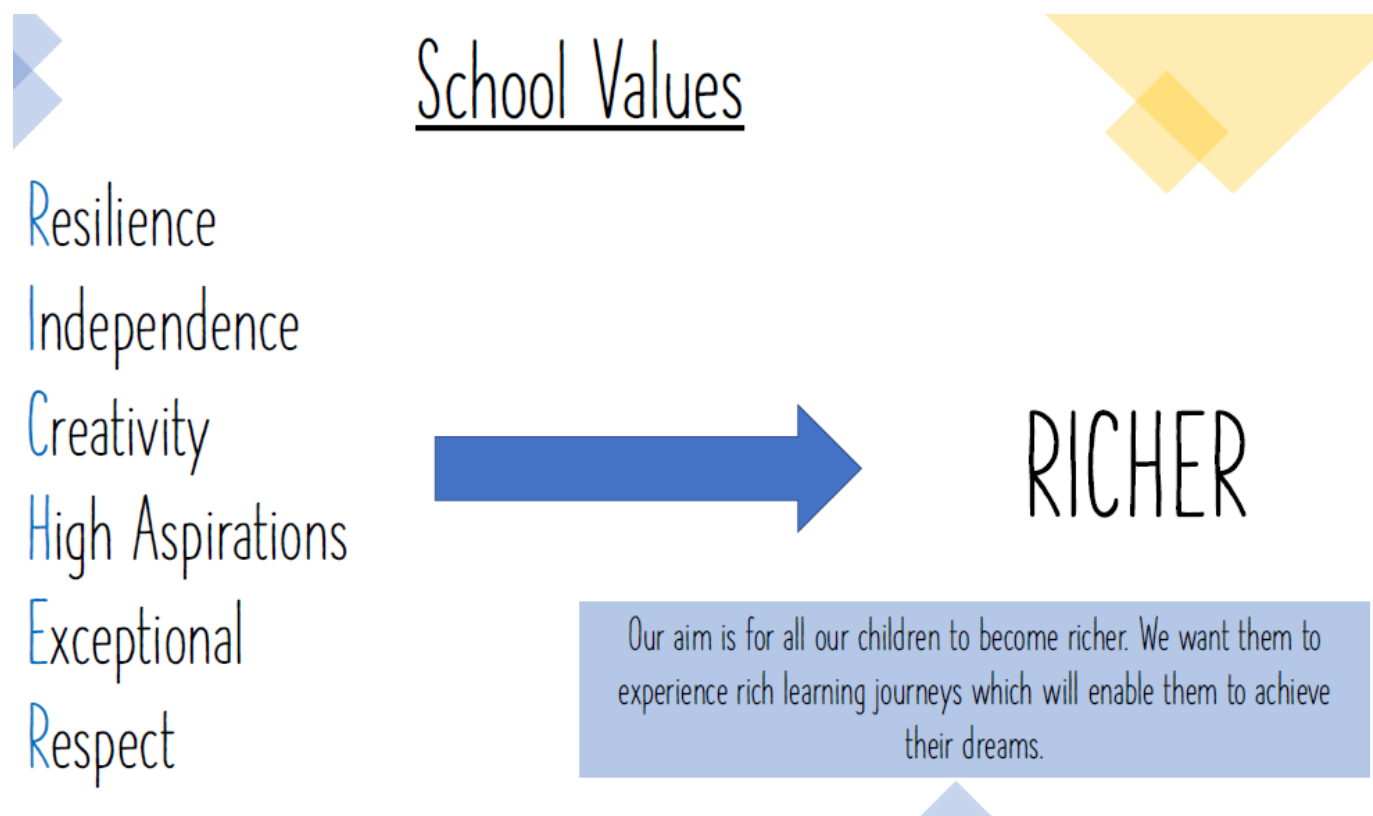
Our topic for the two terms across both sites for 2021-

- Blue Planet
- This is Me!

EYFS topics are -

- Minibeasts
- A Pirate's Life for me

The percentage of time spent outside will increase for each year group. Across Early years a high percentage of time is already spent outdoors and using the environment is seamlessly embedded into practice. The Outdoors are an extension of the indoor classroom setting. This approach will be adopted across KS1. Across KS2, children will spend at least 30% of their week outside (in addition to dinnertimes). As the terms progress and the weather continues to improve this percentage will be built on. All activities will support transition for all year groups and will be risk assessed to ensure they are Covid safe.



Our school values will provide the thread through all activities so children are equipped with the skills they need to reconnect with learning, their environment and importantly, each other. We are committed to our focus on the core skills of reading, writing and maths but will adopt our approach using our topic focus areas to get outside more.

EYFS and KS1 (Reception, Year 1 and Year 2)	
English and Maths- Core subjects and example activities	Other topic areas
<p>EYFS All activities will be inclusive for SEND and EAL children.</p> <p>**Characteristic of effective learning runs throughout all topics and learning</p> <p><u>Mini Beasts</u> Using appropriate texts to explore outdoors- The Very Hungry Caterpillar, What the Ladybird Heard, Hedgerow Shake, <u>A Pirate's Life For Me!</u> Pirate Pete and the parrot The night Pirates The pirates next door Pirates love underpants</p> <p><u>KS1</u> All activities will be inclusive for SEND and EAL children.</p> <p>Children to have at least 1 maths and 1 English lesson outdoors per week. An increase of time outdoors can take place over several days or blocked if necessary. Planning to take the outdoor environment into account to ensure English goes outside through- Language development. Planning to take the outdoor environment into account to ensure maths happens outside t Use of active maths activities – link to PE (JB) Investigations in real contexts – measuring outdoors</p>	<p>All opportunities will be used to get outside. Activities may include the following- We expect that our outdoor education will take pupils broadly the following number of hours each day: EYFS – 100% access to the outdoors all day. This is organised to ensure all groups have a timetabled turn in the mornings with freeflow approach in the afternoon. Wellies and wetsuits ensure children can go out 'Whatever the Weather.'</p> <p>Use school grounds to create and explore- Wormery, Growing Caterpillars and Butterflies. Ladybird number bonds to 10. Symmetry It's a Bugs Life. Creative Dance with the life cycle of the butterfly, move like a worm etc Fairy fortnight and Ugly Bug Ball Sports activities</p> <p><u>Across Year 1 and Year 2</u> KS1- 30% access to outside to increase over time. This will equate to 9 hours of the week. Opportunities within the topic areas- <u>Science</u>- identify and name plants and animals in their habitats. Explore different things that are living, dead, have never been alive. Write descriptions of habitats, animal needs, local environment exploration. Link activities to the pond area at SJA Use of the nature area and the beach. Record and describe outdoor observations Classify plants Vocabulary development eg- deciduous, classify, evergreen, seeds, bulbs, Identify/describe different materials used around the school grounds. identify and compare the suitability of a variety of everyday</p>

	<p>everyday materials Rock hunts/ nature trails</p> <p>Geography Use a simple picture map to find a way around school. Create treasure trail/ orienteering circuit around school. Verbally describe the geographical landscape of Skegness eg. Coast, Local landmarks. identify the human and physical features of the area. follow verbal directions, work with partners- teamwork/ vocabulary and communication development. Draw conclusions from observations</p> <p>History compare pictures or photographs of people or events in the past by using old photographs of Skegness and replicating the image today. Visit identified places.</p> <p>Other ideas-</p> <p>https://www.twinkl.co.uk/resources/outdoor-and-woodland-learning-key-stage-1-home-key-stage-1</p> <p>https://www.countrysideclassroom.org.uk/storage/resource/downloads/e8137741-d25a-442e-a658-8149993cf1aa/original/outdoor-art-natural-connections.pdf</p> <p>https://outdoorclassroomday.org.uk/resources/lesson-ideas/</p>
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<p>Lower Key Stage 2 Year 3/ 4</p>	
<p>English and Maths- Core subjects and example activities</p>	<p>Other topic areas</p>
<p>LKS2 All activities will be inclusive for SEND and EAL children.</p>	<p>KS2 – 30% access to outdoors to increase over time. This will equate to 9 hours of the week.</p> <p>All opportunities will be used to get outside. Activities may include the following-</p>

Children to have at least 1 English and Maths lesson outdoors each week. An increase of time outdoors can take place over several days or blocked if necessary.

Lesson starters and plenaries can move outside as needed.

A Guided Reading – use the gazebo areas

Drama will be incorporated into the sessions.

Phonic skills activities.

Daily reading can be carried out in a different outdoor area each day.

Maths activities to include problem solving, investigations and practical activities each week.

Use the outdoors for real life contexts- measures, capacity, fractions etc

Active PE sessions promoted linking into other subject areas (for example active maths) to be done outside.

Science

Compare different surfaces to explore forces outside.

Investigate shadows and how they are formed when the light from a light source is blocked by a solid object.

Find patterns in the way that the sizes of shadows change. Explore Shapes, sizes, direction

Rock hunt- describe how the rocks are similar and different.

Use pictures, sketches, diagrams

Use the school ground to investigate/ identify evaporation and condensation in the water cycle and make links to the rate of evaporation with temperature.

Create Sound experiments/sound walks/trails using the school grounds to explore what happens to sound as the distance from the sound source increases.

Geography

Follow a route on a map, follow verbal directions, create and take part in treasure trail/ orienteering circuit around school.

History

Investigate the impact of the railway on Skegness/visit local sites/ railway/ lifeboat station.

Investigate locality questions-How did the Romans change Lincolnshire?

Investigate street names and their origins. Eg. Roman Bank. Visit locality which may tell us more. Eg. Railway Station, Lifeboat Station. Visit the locality to discover more.

Other

Teamwork, vocabulary development, communication skills are built on throughout all areas of the curriculum.

KS2 will be supported by the Orienteering cross curricular package purchased by the Outdoor leader

<https://www.crosscurricularorienteering.co.uk/>

<https://www.countrysideclassroom.org.uk/storage/resource/downloads/e8137741-d25a-442e-a658-8149993cf1aa/original/outdoor-art-natural-connections.pdf>

<https://outdoorclassroomday.org.uk/resources/lesson-ideas/>

	<ul style="list-style-type: none"> • Outdoor Problem-Solving activities on the school field. (Walking the plank, spider web, get into height order, get into shoe size order, get into age order, get into groups of eye-colour etc.) • Den building constructing a labyrinth using twigs, creating directions, duplication game (finding the same item), • Nature walk in locality– Opportunities for photography, real life drawing, orienteering exercise. Trip to Skegness Beach – Picnic, sandcastles, whole class sport games • Outdoor Jenga, 4 in a row, sports equipment, hoops and other equipment. Picnics and food preparation
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Upper Key Stage 2 Year 5/6	
English and Maths- Core subjects and example activities	Other topic areas
<p>UKS2 All activities will be inclusive for SEND and EAL children. Children to have at least 1 English and Maths lesson outdoors each week. An increase of time outdoors can take place over several days or blocked if necessary.</p> <p>Maths activities AND a Maths Blasts can move outside if necessary Daily Maths to focus on skills to practice/problem solving and reasoning using the outdoor environment. Use the outdoors for real life contexts- measures, ratio, fractions, decimals conversions, rapid recall of number facts etc A Guided Reading and English based activities to move around the outdoor areas. Spelling, punctuation and Grammar focused activities could be interactive and outside. Drama will be incorporated into the sessions.</p>	<p>KS2 – 30% access to outdoors to increase over time. This will equate to 9 hours of the week. All opportunities will be used to get outside. Activities may include the following- Active PE sessions promoted linking into other subject areas (for example active maths)</p> <p>Science <u>Earth and Space:</u> Explore ideas on day and night and the apparent movement of the Sun across the sky. Monitor the ‘movement’ across the sky to support in their explanations. Set up and carry out up a simple experiment within the school grounds. Use the school grounds to explore and investigate forces- experiment with height, weight, shape. Compare and group everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Compare rocks to other materials found in the school grounds</p>

Use the school ground to create questions to investigate
Outdoor experiments with solids, liquids and gases- use the correct scientific vocabulary.

Explore the impact of diet, exercise, drugs and lifestyle on the way their bodies function through investigation and experimentation with exercise and heart rates.

Explore animals and plants in the locality and how they are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Make links to survival and evolution. Compare their ideas to other research.

Set up light experiments in the school grounds. Record data, discuss and compare results

Geography

Create key questions to investigate involving the local area.

Collect and record evidence unaided using the school grounds/locality.

Create treasure trail for others to follow/ orienteering circuit around school.

direct partner using the correct vocabulary.

Experiment using the 8 compass points to give and receive verbal and written directions.

History

Investigate and visit Bollingbroke to find out facts about the Lincolnshire man who became King of England.

Use the locality to visit and investigate the impact of WW2 bombings.

Visit sites of key context during WW2 within Lincolnshire where possible.

Other

KS2 will be supported by the Orienteering cross curricular package purchased by the Outdoor leader. Teamwork, vocabulary development, communication skills built on throughout all areas of the curriculum.

<https://www.crosscurricularorienteering.co.uk/>

<https://www.countrysideclassroom.org.uk/storage/resource/downloads/e8137741-d25a-442e-a658-8149993cf1aa/original/outdoor-art-natural-connections.pdf>

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Outdoor Problem-Solving activities on the school field. Walking the plank, spider web, get into height order, get into shoe size order, get into age order, get into groups of eye-colour etc.

	Den building constructing a labyrinth using twigs, creating directions, duplication game (finding the same item), Nature walk in locality– Opportunities for photography, real life drawing, orienteering exercise. Trip to Skegness Beach – Picnic, sandcastles, whole class sport games Outdoor Jenga, 4 in a row, sports equipment, hoops and other equipment. Picnics and food preparation
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Approach, development and support

We will use the topics already built in to our current curriculum to gain the most out of our site. Enrichment and trips will be based on a Keep It Local approach and may include the following places and activities-

- Beach- scavenger hunts, coastal treasure trails, picnics
- EcoCentre- recycling, plant and animal observation, denbuilding, food preparation
- Gibraltar Point- observation, discussion, coastal pathways, exploration
- Lifeboat station- links to the past, teamwork, observation, discussion, sightseeing and recording
- New pier project-make contact with contractors, planning own projects, involvement in the future
- Seal Sanctuary- animal observation, comparisons and discussion, teamwork, sketching,
- Local pathways and walks to sightsee-mapping, orienteering, discovery

On our own site we will timetable to use-

- Wooded area at SJA and SIA
- Mini orchard area- SJA
- Pond area- SJA
- Open field- SIA and SJA
- Polytunnel and planting areas- SIA and SJA
- Play areas- SIA and SJA
- Covered areas such as the gazebos- SIA and SJA

Development and support

We will be developing our outdoor area and purchasing resources to enhance learning to ensure it is practical and fun.

We will share children's experiences will be shared on our academy website, on Twitter for parents and carers to view, on Class Teams for children to view, and on the Outdoor Learning Channel for teachers to collaborate and skill share.

Our journey to outside will be supported by ideas, resources and expertise from across the East Coast Academies through collaboration and meetings with the Trust's Outdoor Learning Leader.

Forest school approaches will be explored in line with a range of other resources to ensure children have rich experiences during term 5 and 6

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