



YEAR 1



outdoor-Ed Curriculum



What are we going to learn? Science

- ▶ **Seasonal Changes: Key Enquiry Skills:** Observe and describe changes across the four seasons. -Observe and describe weather associated with the seasons and how day length varies. -Observing closely -Using observations to suggest answers to ideas - How does the Greatwood Tree change over the year? In which month does it rain the most?
- ▶ **Plants: Key Enquiry Skills:** -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. -Identify and describe the basic structure of a variety of common flowering plants including trees. - Observing closely -Using observations to suggest answers to ideas What are the most common British plants and where can I find them?
- ▶ **Animals including Humans: Key Enquiry Skills:** -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. -Identify and name a variety of common animals that are carnivores, herbivores and omnivores. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). -Identifying and classifying -Use observations and ideas to suggest answers to questions. -observing closely, using simple equipment. How can we sort different animals?

Key Vocabulary:

- ▶ Weather, cloud, cloudy, sun, sunny, rain, rainy, wind, windy, snow, snowy, hail, sleet, ice, icy, blizzard, temperature, thunderstorm, lightning, droplet, sky, day, night, sunset, sunrise, season, winter, spring, summer, autumn, change, shelter
- ▶ Plants, leaf, flower, root, stem, petal, berry, fruit, blossom, seed, bud, stalk, tree, trunk, bark, branch, leaves, soil, water, light, crop, deciduous, evergreen. Names of plants and trees in the local area.
- ▶ Animal, mammal, fish, amphibian, reptile, bird, pet, food, water, shelter, air, energy, offspring, newborn, care, carnivore, herbivore, omnivore, predator, identify, head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves. A range of names of animals experienced first-hand from each group

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What are we going to learn? Geography

- ▶ **Key Skills:** identify the significant features (landmarks) of their local area and consider viewpoints in relation to this
- ▶ • compare journeys and landscapes and understand near/far, often/rarely
- ▶ • learn about maps, map-making and symbols.
- ▶ Children will develop locational knowledge based on the view from Greatwood school and local walks.
- ▶ They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps. Is it North or South of a river the settlement was built on? What borough, council ward, parish or group of streets is your catchment area? Where do the local boundaries lie? Do geographical features such as a stream/river/park make a difference? Is Greatwood school on a housing estate, near a landmark? Is it named after a notable person or near a major road?

Key Vocabulary:

▶ river, pond, park, wood, hill, near, far, Skipton, Craven, North Yorkshire, map, plan, above, aerial, bird's-eye view, familiar, see clearly (plain view), hidden, navigation, grid, symbols, above, aerial, bird's-eye, open space, green space, field, moors, hill, river, park, forest, woodland, landmark, park, allotments, cliffs, often, rarely

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What are we going to learn? PSHE

- ▶ I can set simple goals .I can set a goal and work out how to achieve it. I understand how to work well with a partner. I can tackle a new challenge and understand that this might stretch my learning. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I can tell you about a thing I do well. I can tell you how I learn best. I can celebrate achievement with my partner. I can identify how I feel when faced with a new challenge. I know how I feel when I see obstacles and how I feel when I overcome them. I know how to store the feelings of success in my internal Treasure Chest. I stay motivated when doing something challenging. I keep trying even when it is difficult. I work well with a partner or in a group. I have a positive attitude. I help others to achieve their goals. I work hard to achieve my own dreams and goals

Key Vocabulary:

- ▶ Proud, success, achievement, goal, treasure, coins, learning, stepping stones, process, garden dreams, working together, team work, celebrate, stretchy, challenge, feelings, obstacle, overcome, achieve, success, internal treasure chest



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What are we going to learn? Sustainable Development Goals



- ▶ Ensure healthy lives and promote well-being for all ages.
- ▶ Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- ▶ Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage [forests](#), combat [desertification](#), and halt and reverse [land degradation](#) and halt [biodiversity](#) loss

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