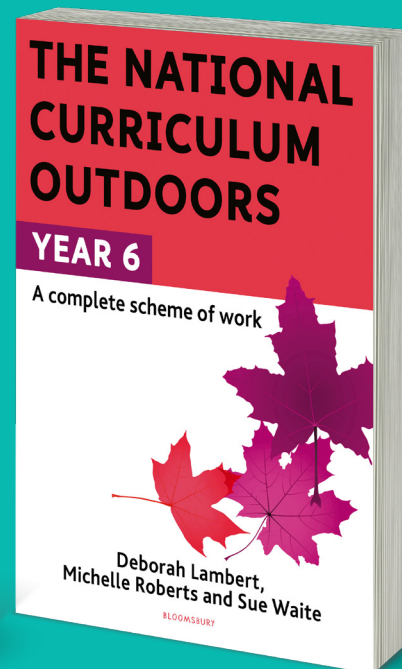
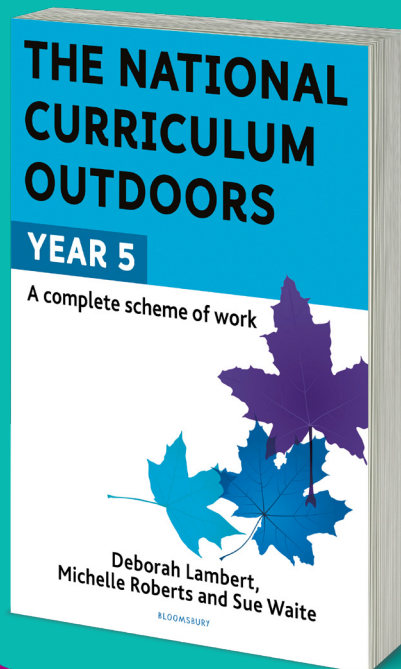
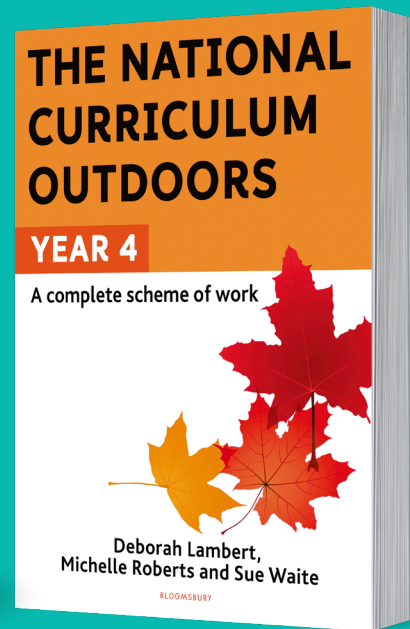
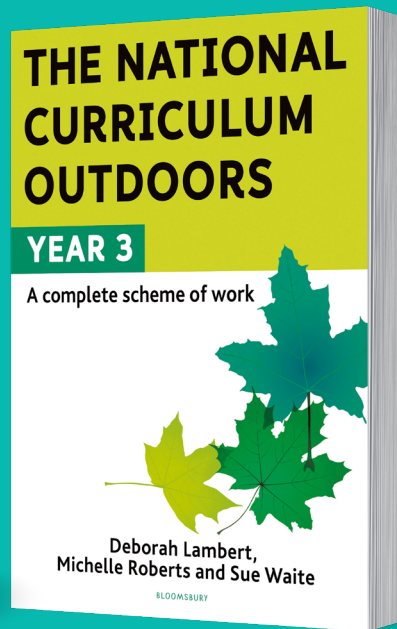
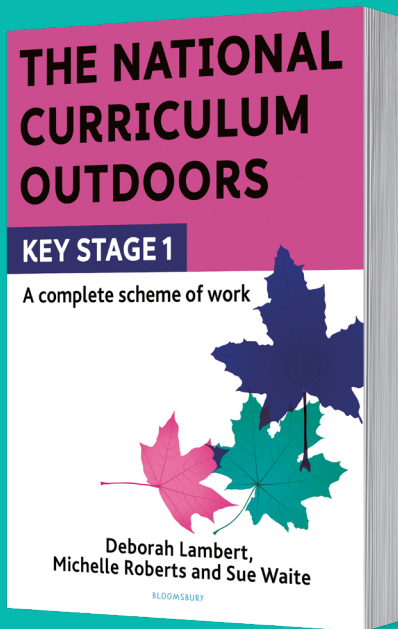


# THE NATIONAL CURRICULUM OUTDOORS

Deborah Lambert, Michelle Roberts and Sue Waite



£29.99  
each

'These books are a timely and welcome addition to help primary teachers grow their confidence and competence to undertake great teaching - outdoors!'

**Juliet Robertson**

Former headteacher and education consultant  
specialising in outdoor learning, @CreativeSTAR

# SUBJECT OVERVIEWS

## English

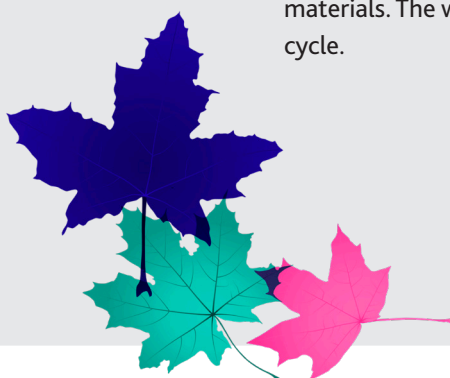
Key Stage 1	Year 3	Year 4	Year 5	Year 6
<p><b>Year 1:</b> Sensory exploration using poems and short stories, e.g. <i>The Gruffalo</i>.</p> <p><b>Year 2:</b> Storytelling, using a story about a 'sneezy dragon' and a traditional tale <i>How Rabbit Stole the Fire</i>.</p>	<p>Developing a sense of place, including creating recipes, kennings poetry and haikus, developing the setting and planning a celebratory performance.</p>	<p>Developing creative writing and storytelling skills using two stories: <i>How Rabbit Stole the Fire</i> and <i>The Beast of Bodmin Moor</i>.</p>	<p>Exploring figurative language to create a sense of place, using poetry and soundscapes.</p> <p>Developing speaking and listening through the theme of pollution and planning a celebration.</p>	<p>Exploring exciting writing using <i>Robinson Crusoe</i>: diary writing, figurative writing, narrative distance, speaking and listening and hypothesising.</p>

## Maths

Key Stage 1	Year 3	Year 4	Year 5	Year 6
<p><b>Year 1:</b> Describing shapes and patterns, e.g. to make figures, patterns and a fire base.</p> <p><b>Year 2:</b> Identifying and describing shapes and using positional and directional vocabulary to follow a trail. Making bug hotels and shelters.</p>	<p>Describing and creating shapes using team activities. Introducing tubular webbing techniques, exploring 2D and 3D shapes, e.g. through construction and shelters.</p>	<p>Describing and creating shapes using team activities. Exploring 2D and 3D shapes using tubular webbing techniques, fire base construction and decorations.</p>	<p>Exploring regular and irregular polygons, angles, turns and direction. Exploring 2D and 3D shape properties, e.g. using tubular webbing techniques and fire-building.</p>	<p>Exploring properties of angles and regular and irregular polygons, finding unknown angles, coordinates, measurement and symmetry, e.g. by using a weaving grid or designing a shelter.</p>

## Science

Key Stage 1	Year 3	Year 4	Year 5	Year 6
<p><b>Year 1:</b> Exploring and grouping materials for different purposes, e.g. waterproof materials, wood, straw, sticks. Building and testing a house.</p> <p><b>Year 2:</b> Observing how materials change when heated or manipulated. Building and testing towers and ramps.</p>	<p>The rock cycle, soils and fossils.</p>	<p>States of matter: solids, liquids and gasses, including heating and cooling materials. The water cycle.</p>	<p>Using experiments to explore properties of materials, including looking at absorbency and insulation. Separating materials. Exploring changes to materials when heated/mixed.</p>	<p>Classifying living things into groups by common observable features. Building an invertebrate installation.</p>



## Geography

Key Stage 1	Year 3	Year 4	Year 5	Year 6
<p><b>Year 1:</b> Introduction to orienteering using simple maps and trails.</p> <p><b>Year 2:</b> Using maps and trails, using map symbols and compass directions.</p>	<p>Learning basic map skills: recognising position on a map, following a trail and creating maps using keys to find information, including the names of cities.</p>	<p>Reinforcing map skills: recognising positions, following a trail and processing information about the wider world, including the names of countries, counties and towns.</p>	<p>Reinforcing map skills: reading, following and creating maps to process information about the wider world. Includes using eight compass point navigation.</p>	<p>Revising and extending orienteering skills: reading, following and creating maps, eight point compass navigation, pacing, degrees, and collecting information about topographical features.</p>

## History

Key Stage 1	Year 3	Year 4	Year 5	Year 6
<p><b>Year 1:</b> The Great Fire of London: fire-building, reading diaries and constructing houses.</p> <p><b>Year 2:</b> Explorers: Jeanne Baret, Christopher Columbus and Neil Armstrong.</p>	<p>The Victorian period through family history, toys, artefacts and artwork inspired by Beatrix Potter.</p>	<p>World War 2, including campaigns such as Dig for Victory, food shortages and VE Day.</p>	<p>Use a church and graveyard to explore local history.</p>	<p>Experiencing life in the Stone Age: tools language, fire-lighting and fossils.</p>

## Art and Design

Key Stage 1	Year 3	Year 4	Year 5	Year 6
<p><b>Year 1:</b> Colour, pattern, texture, line, shape and form, using drawing, painting, printing, textiles and sculpture.</p> <p><b>Year 2:</b> Colour, pattern, texture, line, shape and form. Making natural pigments, line drawing, colour problem-solving, rubbings, sculpture.</p>	<p>Place and space. Exploration of colour, pattern, texture, line and the effect of light on objects to replicate shape and form. Illustrations from picture books used as stimuli.</p>	<p>Place perception. Exploration of line, pattern and rhythm, natural colour print making, texture and collage, negative shapes, shape and form. Works by Van Gogh, Matisse and Max Ernst used as stimuli.</p>	<p>Essence of place. Expressing meaning using line, colour and pattern, limited palette, tone and intensity and observing negative shapes. Great artists: Da Vinci, Monet, Cézanne and Morris.</p>	<p>Spirit of place. Studying examples of nature-inspired artwork, using visual arts terminology to describe and discuss elements and techniques, including symbolism and abstraction.</p>

## Design and Technology

Key Stage 1	Year 3	Year 4	Year 5	Year 6
<p><b>Year 1:</b> Different structures and materials, using different joining techniques.</p> <p><b>Year 2:</b> Creating structures for a mini adventure playground.</p>	Exploring different joining techniques to make structures for a fantasy world.	Exploration of shelters, including analysis of design, manufacturing, consumers, aesthetic qualities and materials.	Exploring cooking and nutrition, using different cooking techniques.	Designing and making elements of a life-sized adventure playground, including learning joining techniques and making a lever. Risk assessment.

## Languages (French)

Key Stage 1	Year 3	Year 4	Year 5	Year 6
Subject not on the curriculum at this level.	Learning greetings, colours and numbers (1 – 12). Songs and games.	Revising greetings and numbers. Learning the alphabet and vocabulary for housing and the features of a town. Songs and games.	Revising greetings, colours, the alphabet, and numbers 1 – 12. Learning numbers 13 – 30, body parts, common birds and days of the week. Songs and games.	Revising the alphabet and colours. Learning seasons and weather types and linking this to seed dispersal. Learning to say likes/ dislikes and types of food. Fire-making and cooking.



## Music

Key Stage 1	Key Stage 2: Years 3 – 6
Sound dynamics, percussion, beat and tempo, using body percussion and natural instruments, building up to a performance.	Tuning into the local soundscape, making natural instruments and exploring musical composition before creating a sound garden and a junk band performance.

## Religious Education

Key Stage 1	Year 3	Year 4	Year 5	Year 6
<p><b>Year 1:</b> Exploring emotions and wonder, awe and gratitude.</p> <p><b>Year 2:</b> Exploring belonging and what it means to be a part of a community.</p>	Exploring ideas about gods. Exploring the Christian Trinity and Muslim belief in Allah. Creation of artefacts and special objects.	Describing emotional responses to events and objects. Considering how feelings can be expressed through colour, music, drama, poetry and special places.	Exploring some 'big questions' posed by religion. Relating their own setting to beliefs about creation and stewardship.	Extending previous learning and stewardship to explore sustainability from different faith viewpoints.