



St Mary's  
University  
London

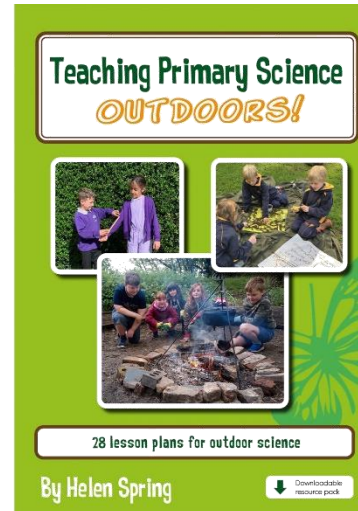


## SW London Remote Primary Science Conference

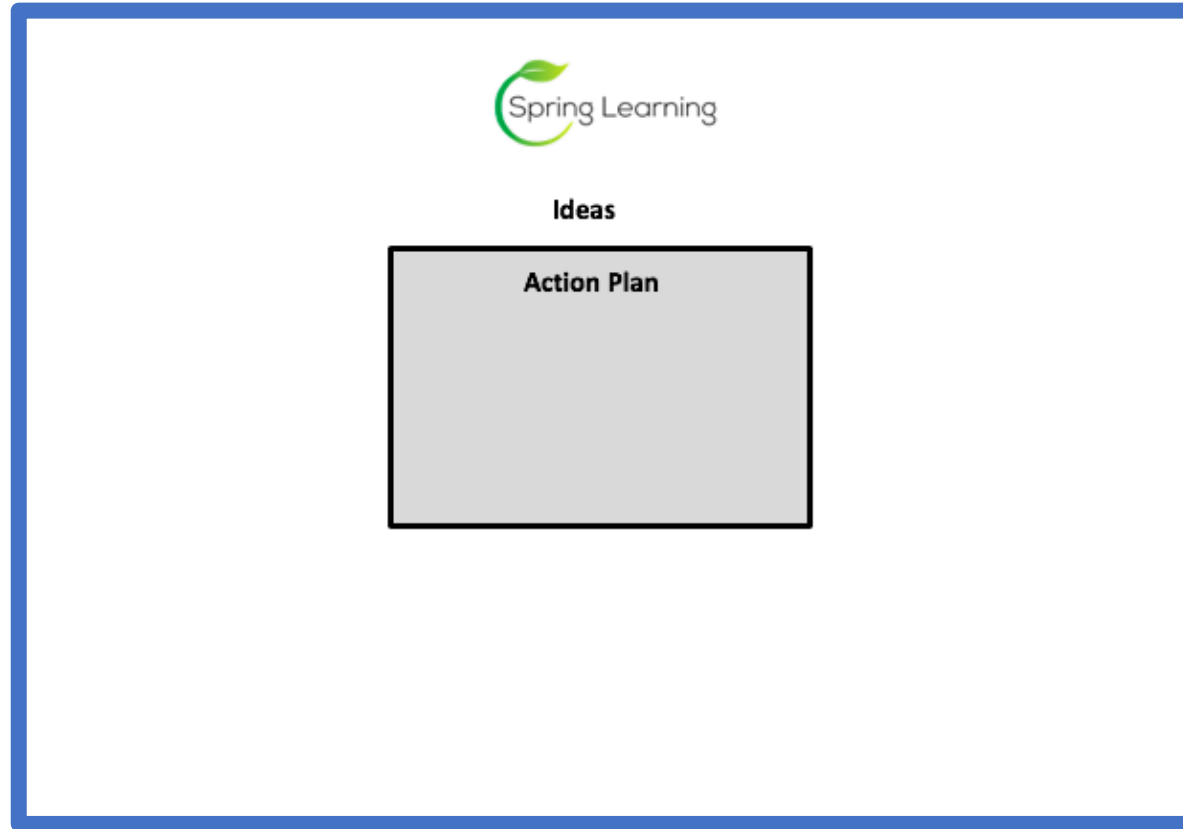
Helen Spring

Teaching Primary Science  
Outdoors

# Spring Learning



# Action Planning



# What is Outdoor Learning?

Learning Outside the Classroom (LOtC) is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting and different experiences to help them learn.

Council for Learning Outside the Classroom



Outdoor learning is that which takes place beyond the four walls of the traditional classroom environment.

Association for Science Education (ASE)



# Why go outside anyway?



# Outdoor Learning at your school

- What is going well?
- What challenges do you face?
- What questions do you have?



# 5 Characteristics of Effective Outdoor Learning

- 1.one that supports children in making the transitions from within the classroom to beyond it
- 2.one where there is both regular and frequent use of the outdoor setting.
- 3.fully prepares children for working in the outdoors by addressing the basic psychological and physiological needs of the children before leaving the classroom
- 4.the teachers manage the transition back to the classroom as consciously as they manage the move to the outdoor setting
- 5.a shift to weaker framing

HOATH, L. (2015).



# Materials

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'Teaching Primary Science Outdoors'  
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# Materials

Images © Millgate House Publishing  
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# Definitely outdoors....

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# Could be outdoors....

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# Planning to teach science outdoors

## **Animals, including humans – Year 1**

Pupils should be taught to:

- 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)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

# Planning for Outdoor Learning

- Take a copy of the curriculum
- Highlight the obvious opportunities for outdoor learning in your year group (eg – identifying trees)
- In a different colour, highlight the less obvious opportunities for outdoor learning
- Choose one objective and plan how you will teach it outdoors. What barriers need to be overcome in your context?



# Evolution and inheritance



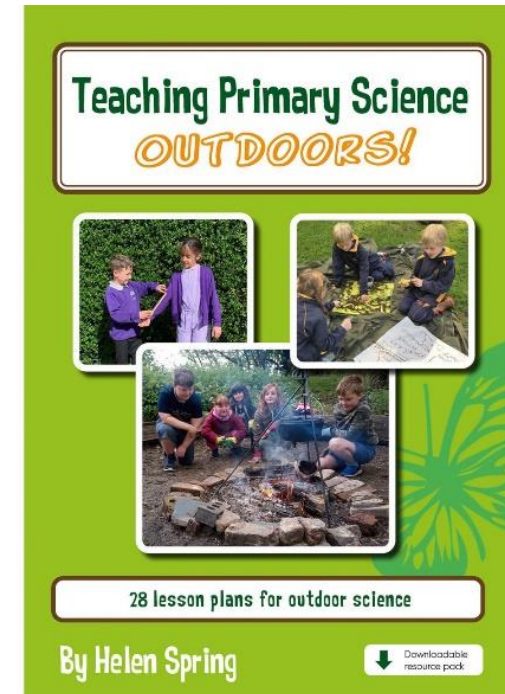


# Forces

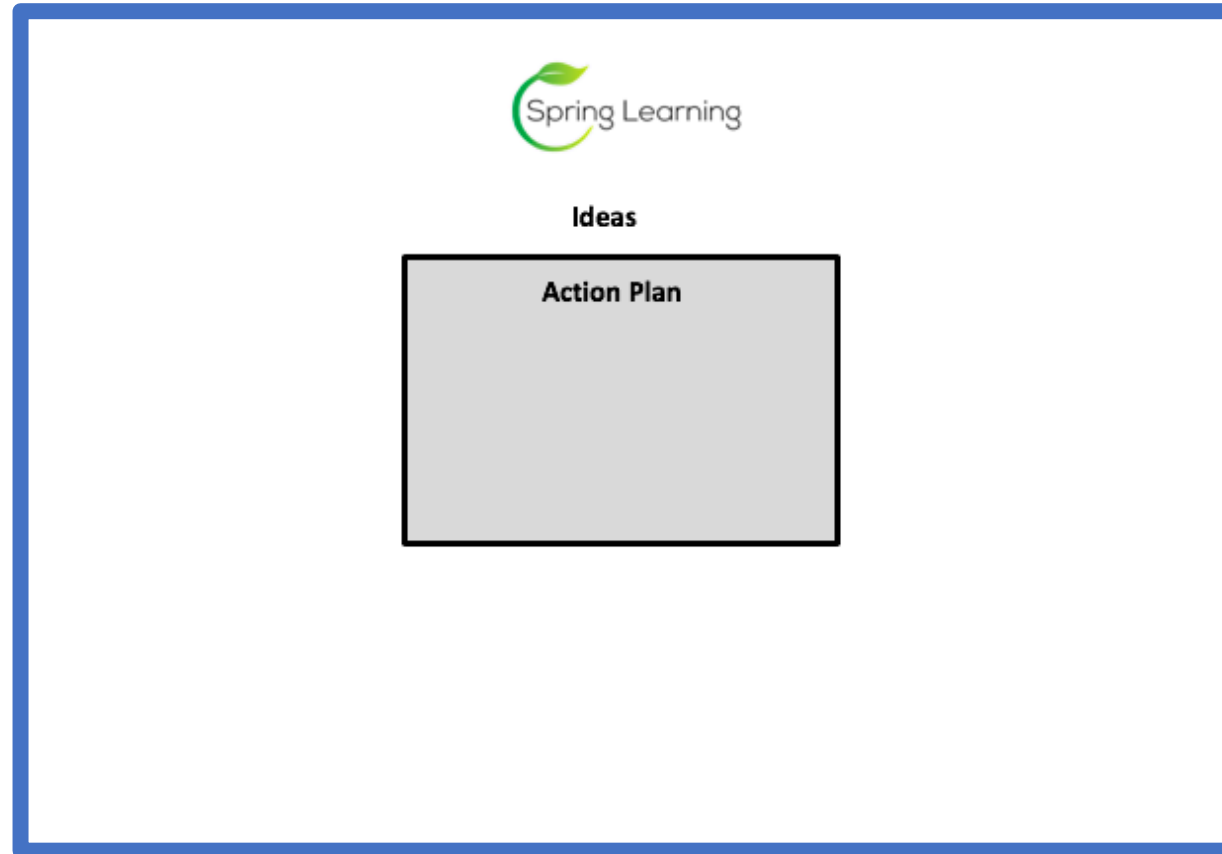


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# Resources to support outdoor learning and science



# Action planning





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