

Outdoor Learning

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Core Content Coverage



	Link to the Core Content Framework				
	Learn that	Learn how to			
•	subject knowledge helps teachers to motivate pupils and teach effectively Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial Using the outdoors to enhance learning can lead to increasing pupil motivation and participation.	 Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts Draw explicit links between new content and core concepts/principles in the subject Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject. 			

Red Kite Teacher Training Curriculum Drivers:



Our six Curriculum Drivers underpin our programme.

The focus in this Outdoor Learning session will be developing your knowledge of applying this to enhance your teaching and elements from all of our Curriculum Drivers will be covered.



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Action Planning



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Ideas			
	Action Plan		



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)







Good Outdoor Learning



- Can you think of an example of a good lesson taught outdoors?
- What made it good?





Why go outside anyway?







Characteristics of effective outdoor learning



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

HOATH, L. (2015).



Materials Outdoors







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The 5 types of enquiry in EYFS



ELG: The Natural World Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



The 5 types of enquiry at KS1



'KS1 - pupils should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests and finding things out using secondary sources of information.'

Science programme of study 2014



The 5 types of enquiry at LKS2



'LKS2 - Pupils should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information.'

Science programme of study 2014



The 5 types of enquiry at UKS2



'LKS2 - Pupils should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information.'

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The 5 types of enquiry outdoors



- Find something outdoors.
- Write down 5 questions one for each type of enquiry that relate to the item...





Definitely outdoors





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Could be outdoors





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Planning to teach science outdoors



- 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?





Planning to teach science outdoors



Plants – Year 3

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal



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



Teaching English Outdoors

- Speaking and listening
- Reading
- Poetry
- Writing
- Phonics
- Spelling and handwriting





https://www.coffeecupsandcrayons.com/water-painting-handwriting-practice/



Writing a haiku outdoors



- A haiku is a form of poem that originates from Japan.
- A haiku has three lines. There can be any number of words, but there must be 5 syllables in the first line, 7 syllables in the second line and 5 syllables in the third line. Haikus do not usually rhyme.

Fresh air after rain Wet branches drip heavily The soil is refreshed.

https://www.theschoolrun.com/what-haiku



Teaching maths outdoors



- Number: Number and place value
- Number: Addition and subtraction
- Number: multiplication and division
- Number: Fractions (including decimals and percentages)
- Ratio and proportion
- Algebra
- Measurement
- Geometry: Properties of Shapes
- Geometry: Position and direction
- Statistics



https://www.amazon.co.uk/NHBS-calculating-percentage-vegetation-recordings/dp/B01NB7PBAM



Teaching maths outdoors



MULTIPLICATION & DIVISION FACTS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
count in multiples of twos, fives and tens (copied from Number and Place Value)	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (copied from Number and Place Value)	count from 0 in multiples of 4, 8, 50 and 100 (copied from Number and Place Value)	count in multiples of 6, 7, 9, 25 and 1000 (copied from Number and Place Value)	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 (copied from Number and Place Value)	



Teaching maths outdoors



MEASURING and CALCULATING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
measure and begin to record the following: * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds)	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	estimate, compare and calculate different measures, including money in pounds and pence (appears also in Comparing)	use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (appears also in Converting)



Resources to support outdoor learning and English







OUTDOOR PHONICS Over 25 ideas to teach phonics in active ways







Developing Early Literacy Skills Outdoors



Activity ideas and best practice for teaching and learning outside



Resources to support outdoor learning and maths



Chinking Child



Over 100 Ideas for Outdoor Numeracy LET'S GO! STEM TRAILS A holistic way of looking at science. TECHNOLOGY: ENGINEERING AND MATHS using the local environment





RE

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Juliet Robertson @CreativeSTAR

Resources to support outdoor learning and science







Planning for assessment



Action Planning



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Ideas			
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