

The Great Outdoors - Key learning

We will record seasonal and daily weather patterns. We will look at physical and human features in our local and school area and recognise landmarks. We will use a range of maps and globes. We will follow a route on a map starting with a picture map of the school. We will be able to draw a simple map/ plan and use basic symbols in a map key. We will use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. We will give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.

Key Questions	Key Vocabulary
What is our school building like? What type of building and size is the school?	Route – moving from a starting point to a finish
What are our school grounds like? What geographical features are there in the school grounds? (e.g. man-made and natural.) What do we like and dislike about our school grounds?	Plan – showing a view from above
What do we like and dislike about our school grounds? How could we improve our school grounds?	Landscape – a view of a scene
Where is our school located? What sort of area is it in?	Rural – relating to the countryside
Who lives in this area? Who works in this area? Where do they work and what jobs might they do?	Features – can be natural or made by humans
How do we get to school? Who walks, who comes by car? Do we all live nearby? What routes do we use?	Environment – the world around us
Can we identify any changes that have occurred, or are taking place at the present time, within the school environment?	Transport – the way we move around using vehicles



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What will we be learning about in this topic?

- Show a large letter addressed to the school. Discuss with the children what each line of the address (including the postcode) means.
- Locate the The Willows on a map recapping the country in which it is located.
- Observe the school buildings from inside and outside using a large scale map or plan and aerial photos.
- Create our own plan of the school or part of the school - create symbols and add a simple key.
- Draw a 'messy map' of our own area.
- Observe human and physical features in the school grounds. What might improve the school grounds?
- Make a model of the school grounds.
- Play compass games using NSEW.
- Investigate what happens to the field when it rains or where puddles form.
- Investigate which parts of the school grounds are noisier/quieter than others, which are wetter/drier etc.
- Create a map of the school grounds including a simple key using symbols.
- On a large scale map of the school grounds mark the site of some treasure, a teddy, further clue, question etc. Use the map to navigate to the site to find the treasure. Encourage the use of directional language.
- Discuss changes to the school and the local environment that have taken place over time.
- Create a route from home to school.
- Forest Schools activities.

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