

## **The National Curriculum Outdoors: subject overviews © Deborah Lambert, Michelle Roberts, Sue Waite, 2020**

The National Curriculum Outdoors comprises of five books: Key Stage 1, Year 3, Year 4, Year 5 and Year 6. See below for a brief overview of the topics covered.

### **English**

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

### **Maths**

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

### **Science**

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

## Geography

Key Stage 1	Year 3	Year 4	Year 5	Year 6
<b>Year 1:</b> Introduction to orienteering using simple maps and trails. <b>Year 2:</b> Using maps and trails, using map symbols and compass directions.	Learning basic map skills: recognising positions, following a trail and creating maps using keys to find the names of cities.	Reinforcing map skills: recognising positions, following a trail and creating maps using keys to find the names of cities and countries.	Reinforcing map skills: recognising positions, following a trail and creating maps using keys to find the names of cities and countries. Using an eight point compass.	Revising and extending orienteering and fieldwork skills, plus processing information about topographical features.

## History

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

## Art and Design

Key Stage 1	Year 3	Year 4	Year 5	Year 6
<b>Year 1:</b> Colour, pattern, texture, line, shape and form, using drawing, painting, printing, textiles and sculpture. <b>Year 2:</b> Colour, pattern, texture, line, shape and form. Making natural pigments, line drawing, colour problem-solving, rubbings, sculpture.	Place and space. Exploration of colour, pattern, texture, line and the effect of light on objects to replicate shape and form. Illustrations from books used as stimuli, e.g. <i>The Little Gardener</i> .	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.	Essence of place. Expressing meaning using line, colour and pattern, limited palette, tone and intensity and observing negative shapes. Studying great artists: Da Vinci, Monet, Cézanne and Morris.	Spirit of place. Studying examples of nature-inspired artwork, using visual arts terminology to describe and discuss elements and techniques, including symbolism and abstraction.

## Design and Technology

<b>Key Stage 1</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<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)

<b>Key Stage 1</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Subject not included.	Learning greetings, colours and numbers (1 – 12). French songs and games.	Revising greetings and numbers. Learning the alphabet and vocabulary for housing and the features of a town. French 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. French songs and games.	Revising the alphabet and colours. Learning seasons and weather types and linking this to knowledge about seed dispersal. Learning to say likes and dislikes and types of food. Fire-making and cooking.

## Music

<b>Key Stage 1</b>	<b>Key Stage 2: Years 3 – 6</b>
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

<b>Key Stage 1</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Year 1:</b> Exploring emotions and the words 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. Arts and crafts.	Exploring emotions, colour, music, art and language and how these can express beliefs. Designing a ‘special place’.	Considering the creation of the Earth and discussing environmental issues and how this links to religious beliefs. Learning about stewardship and religious celebrations.	Extending previous learning about stewardship to explore sustainability from different viewpoints. Creating a sustainable area.