

Back to Nature

A collection of outdoor activities

ERASMUS

BACK TO NATURE, FURTHER INTO THE FUTURE

Our Erasmus+ project, 'Back to nature, further into the future' aimed to get children, staff and parents back in love with the great outdoors.

Four countries from across Europe worked together to create lots of exciting outdoor activities with links to Science, Maths, Literacy and Arts and Crafts. We would like to thank the European Commission for giving us the opportunity to create this book.

Kingsmoor Academy



Essex, UK



Fikret Yuzatli Ilkokulu



Istanbul, Turkey



Scoala Gimnaziala Decebal Cricau



Cricau, Romania



Istituto Comprensivo Statale 'G. Caruano'



Vittoria, Sicily



Erasmus+

Rationale behind the project...

Even before the pandemic, some might say that modern living has become risk adverse and the interaction with the natural environment has become reduced due to lack of opportunity, lack of confidence and a perception of heightened danger. Families are under more pressure to identify time for enjoyment and interaction and are often not prioritising outside activities, relying on technology and media for entertainment. The rise in migration to cities and loss of outside space available has further impacted on the time spent outdoors. Personal connections with nature seem hard to come by and this threatens to reduce our level of care for our environment to the detriment of future generations.

Increasing evidence demonstrates the benefits of nature on children's psychological and physical well-being, including reduced stress, greater physical health, more creativity and improved concentration. Outdoor learning encourages children to learn more effectively, improving their ability to concentrate in the classroom. There is a high correlation between successful learning outcomes and good physical and mental well-being.

Creative exploration and first-hand experience of nature are some of the best ways for children to learn about the world around them. We used critical study results to develop a project based on alternative activities to encourage students to perform better in class and to engage them with their wider environment.

We hope that some of the activities in this book can be used when you are working with people of any age. Whether you have a class of four-year-old or forty-year olds, getting back to nature can do wonders for people's self-esteem and well-being. This book has been a collective effort involving four schools from across Europe. There are lessons ideas with curriculum links to maths, literacy, science, art and DT. We really hope you enjoy teaching the lessons as much as we did creating them.

Outdoor ideas for MATHS

BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: How old are our trees?		School: Kingsmoor Academy	
Subject / Curriculum link: Maths		Year group / Age of children: Year 6 / 10-11 years old	
Key Words	Measure, metres and centimetres, divide, circumference, age, years, estimate		
Resources	Measuring tape Calculator Clip board Recording sheet Map of school grounds		
Learning objective / outcome	<ul style="list-style-type: none">• To measure accurately to estimate the age of trees• To recognise circumference, diameter and radius• To record results in a table		
Description of activity	<p>The lesson starts in the class room looking at Redwood trees in California and the age of trees around the world. Discuss with the children how we find the age of trees without cutting them down. Look at the rings in the trunk.</p> <p>Explain the task that they are to find the age of trees in our school grounds by taking measurements of trees.</p> <p>First, we found a tree and had to measure 1.3 metres from the floor. Then we used a measuring tape to find the circumference of the trunk. After that, we used a calculator to divide the circumference by 2.5. This roughly gave us an age for the tree.</p> <p>We also looked at the types of leaves on the tree and tried to identify what type of tree it was.</p> <p>Finally, we had to plot the tree we measured on a map of the school grounds.</p>		
Reflection	There were some inaccuracies due to children not knowing how to measure properly so next time I may spend a little more time in the classroom making sure they can accurately measure. One child said afterwards, 'That wasn't maths, it was too fun!'		

Photos



24/05/19		LO: To measure accurately to estimate the age of trees.	
Location of tree	Circumference	Age of tree	Characteristics of the tree (Leaf shape, evergreen or deciduous, trunk)
A	267cm	107.6 132	Willow
B	190	76	Beech
C	160	64 224	Birch
D	134	53.6	Rowan
E	83	33.2	Alder
F	102	40.8	Field maple
G	106	42.4	Horse chestnut
H	15	6	Hawthorn

BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Lost your sense!		School: Kingsmoor
Subject / Curriculum link: Maths / positional language		Year group / Age of children: Year 6
Key Words	Quarter turn, half turn, full turn, 90 degrees, 180 degrees, 360 degrees, left, right, forward, back	
Resources	Blindfolds, Cones	
Learning objective / outcome	<ul style="list-style-type: none">To recognise and apply positional language	
Description of activity	<p>In the classroom recall with children all of the different positional language that we know. Write them up on board.</p> <p>Class to go outside and follow positional instructions from teacher. At this point the children do not wear a blindfold to support the children to learn the positional language clearly.</p> <p>First children find a space and stand by a cone. They listen to the instructions by the teacher and follow.</p> <p>For example:</p> <p>Forward three steps</p> <p>180-degree turn</p> <p>Forward three steps</p> <p>Key is your instructions finish with the child back at their original cone.</p> <p><i>If, of course,</i> they listened carefully and followed the rules,</p> <p>After play a game of follow my leader listening to the positional language given by the teacher</p>	
Reflection	Children used their knowledge of positional language to play a fun game. There were lots of cross curricular links here too - science with the senses, literacy for speaking and listening and it could be adapted for geography and compass work.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Fraction walls		School: Kingsmoor Academy	
Subject / Curriculum link: Maths		Year group / Age of children: Year 5 / age 9-20	
Key Words	Fractions, standard and non-standard units of measure, equivalents, part, whole, half, quarter, third etc.		
Resources	Sticks, saws, cardboard, glue, pencil, ruler		
Learning objective / outcome	<ul style="list-style-type: none">• To understand that a half is divided by two, a third is divided by three and so on.• To recognise equivalent fractions.• To compare fractions explaining what is bigger and what is smaller.		
Description of activity	<p>Start in the outdoor setting and ask children to go and find a stick. When they have all returned with one, ask them to go and find a stick that is half in size? Then repeat finding a quarter of the size. Recall children and discuss strategies used: snapping bigger sticks, finding smaller sticks and comparing, using non-standard units of measure to estimate. Class to define what a half is, what a quarter is. Children have a bit more time to find a few sticks of similar sizes.</p> <p>Back in class, show children a fraction wall and discuss how two quarters equals a half, two halves equal a whole etc. Explain that the children are to create their own fraction wall using the sticks they have collected and a junior hacksaw. It is important to go through how to use the junior hacksaw safely. Look at using a ruler to mark out exact measurements needed for the fraction wall. When finished, discuss results with partner. Compare and order fractions and then stick the result on card for future reference.</p>		
Reflection	There are so many maths opportunities in this lesson. Outside, the children were comparing, estimating and measuring using non-standard units. Inside the classroom, children were dividing equally and measuring accurately using standard units of measures.		

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Area and Perimeter		School: Fikret Yuzatli Ilkokulu	
Subject / Curriculum link: Maths		Year group / Age of children: Aged 8-9	
Key Words		Geometric shapes , properties of geometric shapes, perimeter and area of geometric shapes.	
Resources		Stones, sticks, shells	
Learning objective / outcome		<ul style="list-style-type: none">• To recognize the properties of 2D shapes• To identify acute, obtuse and right angles.• To determine the perimeter of shapes.• To measure accurately using standard units of measurement.	
Description of activity		<p>Materials which are useful for the event are collected.</p> <p>★Geometric shapes are created with the collected materials.</p> <p>★The properties of the shapes (such as edged , corners and angels) are discussed.</p> <p>★The edge lengths of geometric shapes and the perimeter of the shapes are measured.</p> <p>★The collected materials are brought to the school and the event continued in the school yard.</p> <p>★”Maths Garden” is created and the shapes are exhibited the other students in the school</p>	
Reflection		Our trip outside made the children very excited.	

Photos



Photo-1: Collecting materials.



Photo-2: Creating the geometrical shapes.

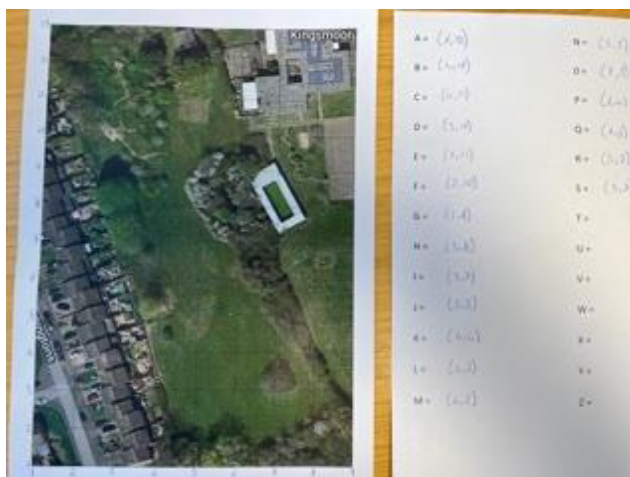


Photo-3: Measuring the edges and perimeter of geometrical shapes.






BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Coordinate hunt	School: Kingsmoor Academy
Subject / Curriculum link: Maths / Geography	Year group / Age of children: Year 4-6 / ages 8-11
Key Words	Coordinates, x axis, y axis, maps, aerial view
Resources	Children need a map of the school grounds with a coordinate grid drawn over it Pen / pencil Clipboard if possible
Learning objective / outcome	<ul style="list-style-type: none"> To learn how to plot coordinates To learn how to find coordinates
Description of activity	<p>Show children aerial view of the school grounds. What do they recognise? Can they see their playground? Classroom?</p> <p>Discuss why coordinates are important and go through how we find coordinates along the x and y axis.</p> <p>Give children a map of the school with coordinates written on. On the back, children to write down the letters A-Z.</p> <p>Before the lesson, the teacher is to go outside and hide/place the letters all over the school ground.</p> <p>In small groups, children to hunt for the letters around the school grounds. Once they have found a letter, they must write down the coordinates of that letter and plot the letter in the right space on the map.</p> <p>The first group to succeed wins!</p>
Reflection	<p>For the younger children, we made the lesson easier by writing the coordinates under the letters which they needed to find. This way, all they had to do was copy down the coordinates and plot them in the right section.</p> <p>For the older children, they had to find the letter, work out where that was on the map, plot it on the map and then write down the coordinates.</p> <p>The children really enjoyed the coordinates hunt and learnt how to plot coordinates on the x and y axis.</p>

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: “What shapes can you see outside?”		School: Primary School – I.C. “G. Caruano” in Vittoria	
Subject / Curriculum link: Maths		Year group / Age of children: 9 years old	
Key Words		Circle, oval, square, arrow, triangle, rectangle.	
Resources		camera, notepad, colours, envelopes, rulers, pencils, gloves.	
Learning objective / outcome		 To be aware that shapes are all around us in nature.  Look for shapes in leaves.  Grab some rocks and talk about their shapes.  Search for shapes within things.  Hunt for shapes in the clouds, in the grass, in the trees.	
Description of activity		We started our hunt in the backyard. Aiden found a dandelion with seeds ready to be blown away. I asked them what shape it was. They held the dandelion up to the paper to confirm their thoughts. Hunting around the yard, we found lots of different shapes. Then, we took a walk around the neighborhood and found even more. We asked them what shapes they had found and wrote them down on a piece of paper. Upon returning to class we encouraged the pupils to draw and write down about the activities carried out outside.	
Reflection		Children enjoy their time exploring and finding shapes in nature. Outdoor activities favour important learning in a spontaneous way, allowing pupils to be an active part of their training.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Geometrical figures and shapes	School: Scoala Gimnaziala <i>Decebal</i> Cricau
Subject / Curriculum link: Outdoor Learning with links to Mathematics	Year group / Age of children: 8-9 years old
Key Words	nature, geometry, shapes, circle, triangle, square, rectangle, cube, cylinder, sphere, pyramid
Resources	Leaves, chalk
Learning objective / outcome	<ul style="list-style-type: none"> • To find different geometrical shapes in the nature • To use the mathematical language • To draw figures and geometrical shapes
Description of activity	<ul style="list-style-type: none"> - The activity takes place into the park where students are asked to identify different geometrical shapes around - Students observed leaves, grass, flowers, sun, clouds, buildings and rocks correlating them with circle, triangle, square, rectangle, cube etc - The lesson continues into the school yard where students drawn geometrical figures and shapes
Reflection	Students engaged quickly in the activity and were very relaxed all the time.

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Roman Numerals		School: Fikret Yuzatli Ilkokulu
Subject / Curriculum link: Maths		Year group / Age of children: Aged 8-9
Key Words	Numerals, represent, patterns, addition, subtraction, equals	
Resources	Sticks, twigs, branches etc.	
Learning objective / outcome	<ul style="list-style-type: none">• To recognise Roman numerals.• To make simple number sentences using Roman numerals.	
Description of activity	<p>Start in the classroom and show a number on the board. How might we represent this number? Written form, numerals, tally, pictures. Any others?</p> <p>Show how they represented numbers in the past. Look at the Ancient Egyptian way and the Roman way. What is good about these representations? Any negatives?</p> <p>Children to represent numbers 1-20 using Roman numerals. Can they spot the pattern?</p> <p>Take children outside and collect lots of sticks, twigs etc. in groups, children to write out 1-20 in Roman numerals using sticks.</p> <p>For an extension, children start writing number sentences in numerals. They must include numbers, the operation (+ or -) and the equal sign. Children check to ensure number sentences are correct.</p>	
Reflection	Make sure you go to a location with lots of sticks as the children will need quite a few in order to complete their number sentences. Children enjoyed representing the numerals and it is really easy to do this with sticks as all the numerals from 1-20 have straight sides!	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: The mathematical hopscotch		School: Scoală Gimnazială <i>Decebal</i> Cricău	
Subject / Curriculum link: Outdoor Learning with links to Mathematics		Year group / Age of children: 8-9 years old	
Key Words		nature, communication, fun, competition, numbers	
Resources		colored chalk	
Learning objective / outcome		<ul style="list-style-type: none">• To develop competition spirit• To identify the neighbors of the numbers• To identify the even and odd numbers•	
Description of activity		<ul style="list-style-type: none">- Students draw a mathematical hopscotch which can be numbered according to their wish using numbers between 1 and 100;- Students receive different task like „jumping from 1 to 1, from 2 to 2, from 3 to 3”, „jump on even numbers”, „jump on odd numbers”, „jump on the neighbors of 5”, etc	
Reflection		Students evaluate their own answers, offering a quick feedback to the teachers. The mistakes are quickly corrected by the team.	

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BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Toy cars	School: Scoala Gimnaziala <i>Decebal</i> Cricau
Subject / Curriculum link: Outdoor Learning with links to Mathematics	Year group / Age of children: 8-9 years old
Key Words	nature, communication, toys, time, clock
Resources	Toy cars
Learning objective / outcome	<ul style="list-style-type: none"> • To time toy cars down ramps • To measure time • To use mathematical language
Description of activity	<ul style="list-style-type: none"> - The activity starts inside the classroom where teacher and students are talking about time and how to measure it - The lesson continues outdoor where students are asked to time toy cars down ramps - Students engaged quickly in the competition -
Reflection	The activity developed competition skills and was very funny for the students.

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Maths sums in nature		School: Fikret Yuzatli Ilkokulu	
Subject / Curriculum link: Maths		Year group / Age of children: Aged 8-9	
Key Words		Addition, subtraction, multiplication, division, equals	
Resources		Pine cones or nuts , posters and plastic plates.	
Learning objective / outcome		<ul style="list-style-type: none">• Creatng a given number of pine cone groups.• Combining maths with nature.• Being in peace with maths.• Using what they have learned in daily life.• Developing curiosity, feeling of searching and self-confidence.	
Description of activity		Students divided into groups in pine grove. Every group has 1 plate. They put as many cones as they want into their plates. Then they multiply cones with plate. Students who do the result correctly are observed. Students who fail to reach the results are given the opportunity again. The activity continues until each student does it right.	
Reflection		There are lots of different parts to this lesson. The children need to collec the resources first. Then they need to construct their number sentences. Then they need to check if their maths is accurate and then they need to create a number sentence based on what they have done. To reinforce their learning, children then write up their maths in poster form.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Patterns in Nature		School: Fikret Yuzatli Ilkokulu	
Subject / Curriculum link: Maths		Year group / Age of children: Aged 8-9	
Key Words		Counting, patterns, sequences, symmetry, Fibonacci sequence.	
Resources		Lots of natural resources and of paint	
Learning objective / outcome		<ul style="list-style-type: none">• To identify patterns in nature.• To recognise Fibonacci's sequence in nature.	
Description of activity		<p>What is a pattern? Can children identify any patterns in nature? The colour of leaves, flowers, plants etc. The appearance of something – the symmetry, the repetition.</p> <p>Introduce Fibonacci's sequence. Explain that we make the next number by adding the two previous numbers. 1, 1, 2, 3, 5, 8, 13, 21 and so on. Get the children to go outside and find natural materials. Count the petals on a flower. Children will see that most flowers have petals that is in the Fibonacci sequence – it is the same with pine cones, sunflowers and often, leaves on a plant. Explain why this is happening. It is all about growing in the most efficient way, providing the maximum space for the number of branches, or leaves, or petals whilst maximizing sun exposure too. It is all part of something called 'phyllotaxis' which is Greek for leaf arrangement.</p>	
Reflection		<p>Make sure you go somewhere with lots of things for the children to explore. If your children are too young to grasp the Fibonacci sequence then focus on patterns through colours, symmetry etc.</p> <p>In this class, children then painted the pine cones focusing on the arrangement and number of apophysis part of the cone.</p>	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Representing 10s, 100s and 1000s	School: Kingsmoor Academy
Subject / Curriculum link: Maths	Year group / Age of children: Year 3 / ages 7-8
Key Words	Numbers, represent, tens, 10's, hundreds 100's, thousands, 1000's, compare, bigger, smaller
Resources	In class, look at how we represent numbers. Have dienes, cubes, Cuisenaire rods, numicon etc. on show in class. Natural resources needed when outside.
Learning objective / outcome	<ul style="list-style-type: none"> To represent different numbers To compare numbers
Description of activity	<p>Discuss how we represent numbers. Writing the numerals, writing the word, tally marks, Roman numerals, cubes, dienes, Numicon, Cuisenaire rods. What do we notice with visual representatives? The bigger the number, the bigger the representation.</p> <p>If the children were in the forest, how would you represent numbers? Children thought that small things such as grass, berries and pebbles could represent the ones. Larger sticks, rocks and leaves could represent the hundreds and then large logs to represent the thousands. They then went outside and collected items that they could use to represent numbers. After, children compared the numbers they had made using maths vocabulary such as bigger and greater than, smaller and less than. You can also ask questions such as, what is the biggest number I can make using 5 items? What is the smallest number I can make? What would the difference between the two be?</p>
Reflection	In class, children use maths resources to represent numbers quite often so they found the switch to using natural resources to represent numbers quite straightforward.

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Numbers from 0 to 31		School: Gimnaziala <i>Decebal</i> Cricau
Subject / Curriculum link: Outdoor Learning with links to Mathematics		Year group / Age of children: 6-7 years old
Key Words	nature, communication, cooperation, numbers, counting, snowballs	
Resources	snow	
Learning objective / outcome	<ul style="list-style-type: none">• To develop writing, forming and reading numbers up to 31• To count from 1 to 1 and from 2 to 2, ascending and descending• To make snowballs according to the given number.	
Description of activity	<ul style="list-style-type: none">- Inside the classroom, students are counting numbers according to the teacher`s questions; They are also speaking about the characteristics of winter season;- The activity continues outside into the school yard where the students are asked to make as many snowballs as teacher asks.	
Reflection	The activity seems fun and recreational for the students.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: The School Plan	School: Middle School "G. Caruano" in Vittoria
Subject: Geometry: drawing of the school plan, perimeter & area.	Age of children: age 11-12
Key Words	Independence, teamwork, cooperation, risk taking, communication, fun.
Equipment:	Metric wheels, paper, pencils, rulers, squares, compasses and cardboard.
Learning objectives:	<ul style="list-style-type: none"> To work together. To reproduce on a scale some geometric drawings from reality. To recognise some geometric shapes by dividing the surface into rectangles and squares to calculate perimeter and area.
Description of activity:	<p>The project has been activated in the second class as it relates to the acquired knowledge.</p> <p>The class consists of 20 students of medium level. In order to carry out this activity, the class has been divided into 4 groups, so that each group could work independently.</p> <p>During the first phase, on January 8th, from 10 to 11 am, the students were taken outside by the teacher to carry out an accurate inspection and to draw on paper a sketch of the garden perimeter, the building and each single flowerbed.</p> <p>Subsequently, during a second phase, on January 10th, some students measured the school perimeter by using 2 metric wheels. They faced autonomously the difficulties, finding the most suitable method to reduce the mistakes as much as possible.</p> <p>On January 14th and the day after, the students completed and refined the school measurement. During the last meeting, all the students noted down on paper, with the help of their teacher, all the measurements detected on a scale of 1:200.</p>
Reflection:	I think that the children really enjoyed working together and being independent. I was also very impressed by how they took turns to create the school plan and how they were very proud of their creation.

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE	
Title of activity: Measurements	School: Scoala Gimnaziala <i>Decebal</i> Cricau
Subject / Curriculum link: Outdoor Learning with links to Mathematics	Year group / Age of children: 8-9 years old
Key Words	nature, measurements, communication, meter, height, thickness, shadow
Resources	meter
Learning objective / outcome	<ul style="list-style-type: none"> To measure the height and thickness of different objects/items To use mathematical language To measure accurately
Description of activity	<ul style="list-style-type: none"> The activity takes place into the park where students are asked to measure their colleagues` height and the thickness of the trees using their arms and then the meter. They are also asked to measure their colleagues` shadow and to talk why there is a difference between the actual height and the shadow`s height
Reflection	Students engaged quickly in the activity and were very relaxed all the time.

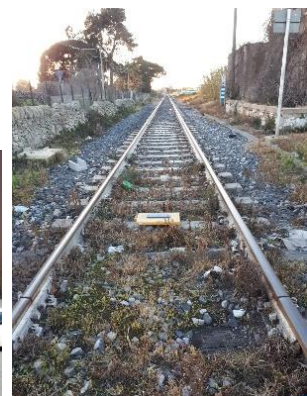
Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Parallel and Perpendicular lines	School: Primary School "Caruano"
Subject: Geometry and Maths	Age of children: 8 years old
Key Words	Teamwork, cooperation, risk taking, communication, fun.
Equipment:	Sheets of papers, camera, pencils, rules, crayons, LIM (Interactive Whiteboard), photocopies.
Learning objectives:	<ul style="list-style-type: none"> To understand some simple instructions in English. To understand some words and sentences supported by images. To identify parallel and perpendicular lines.
Description of activity:	<p>The purpose of this educational path is to understand the definitions of parallel and perpendicular lines.</p> <p>This activity can be divided into 5 different moments:</p> <ol style="list-style-type: none"> 1. To use some simple illustrated sketches to explain the definitions of parallel and perpendicular lines. 2. To look for the streets near the school on the topographic map of the city and identify the parallel and perpendicular lines. 3. To leave the school, to observe the above-mentioned streets and to draw them on a paper. 4. To look for other forms of lines in the city...for example at the train station. 5. To represent some parallel and perpendicular lines by using their own body.
Reflection:	This activity has offered the pupils the advantage of developing a new skill by learning a foreign language.

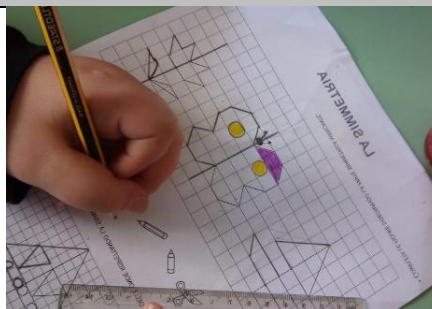
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BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: STUDYING LEAVES IN THE SCHOOL GARDEN AND DISCOVERING SYMMETRY		School: Primary School I.C. "G. Caruano" Vittoria Class 3C
Subject / Curriculum link: Outdoor Learning with links to Science, Maths and Literacy		Year group / Age of children: 8 years old
KEY WORDS	sensory exploration, problem solving, trees, flowers, leaves, petioles, midrib, seeds, roots, shape of the carob, tree leaf, round, half, two equal parts, symmetry axes. Imperative verbs: to keep, to bring, to collect. What can you see? What is it? Do you know these trees? Is their trunk thin or thick? What shape are their leaves? Are they fruit trees?	
RESOURCES	Equipment: camera, sheets and pencils, crayons, pc, web sites, photocopies, Interactive Whiteboard, multimedia, scissors, glue. Visit to the school garden.	
LEARNING OBJECTIVE/OUTCOMES	<ul style="list-style-type: none"> To recognize and name the parts of a leaf. To understand symmetry through the observation of leaves. To understand simple words, instructions and questions in English. To understand words and sentences supported by images. 	
DESCRIPTION OF ACTIVITY	<p>The purpose of this Educational path is to bring the children to the world of Nature and more specifically to the plants and leaves of our territory, such as the carob trees and the olive trees situated in the garden of our school. Through this activity and with the support of images, videos and research, the pedagogical objective is to contribute to an early development of the sense of responsibility towards the Environment. Another aim is to help the children grasp geometry by observing leaves. This project consisted of two parts.</p> <p>A: Observation and study of leaves and their different parts.</p> <p>B: Understanding of the concept of symmetry through the observations</p> <p>Activities carried out:</p> <ol style="list-style-type: none"> 1. Visit to the School garden. 2. Collection of leaves and division into categories. 3. Research through videos and the School Library. 4. Translation of the parts of a leaf into English. 5. Study of the geometrical aspect and symmetry. 6. Creation of a poster "Leaves in my school garden and in my territory" 	
REFLECTION	Leaves are considered also as mathematical objects; they permit a multidisciplinary approach and can be observed and examined at different levels of complexity and abstraction. Moreover, leaves have aesthetical aspects which also captivate our "emotional intelligence". This activity offers the pupils the advantage of developing new language skills and learning a specific vocabulary, also providing new motivation to learn a foreign language.	

Photos



Outdoor ideas for LITERACY

BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Writing stimulus		School: Kingsmoor Academy	
Subject / Curriculum link: Literacy		Year group / Age of children: Aged 9-10	
Key Words		Who? What? Where? When? Why? Characters, settings, description	
Resources		Toys, dolls, anything you can turn into something exciting	
Learning objective / outcome		<ul style="list-style-type: none">To generate ideas for writing.	
Description of activity		Take the children on a ‘surprise’ walk of the local area and stumble across a scene that you have already made up (see photos below). Seem shocked and surprised and ask the children, what is this? How did they get here? Who are they? What are they doing? Children to talk in partners and generate ideas for writing. There are many tasks you can do following this hook. Children can write either a character and setting descriptions based on the scene or they can write the beginning to a story based on what they have seen and discussed.	
Reflection		It was a lovely ‘hook’ and the children were really engaged with their writing.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Story writing 'Robin Hood'		School: Kingsmoor Academy
Subject / Curriculum link: Literacy		Year group / Age of children: Year 5 / 9-10 years old
Key Words	description, adjectives, similes, metaphors, alliteration, personification, expanded noun phrases, the five senses	
Resources	Clip board, paper, pen	
Learning objective / outcome	<ul style="list-style-type: none">• To use the stimulus of a forest to generate ideas• To write a description of a forest•	
Description of activity	<p>Read an extract from Robin Hood and discuss where he lived. What might Sherwood Forest look like? Write children's ideas on the board. Children to get into partners and go down to the forest where they are to imagine that is Sherwood Forest. Children to move around the area and think about what life was like in the year 1200.</p> <p>On their whiteboards, children to mind map/brainstorm key words and phrases that will add to their description of Sherwood Forest.</p> <p>When back in class, the children are to write a story from Robin Hood's perspective with the first paragraph describing where Robin Hood lives. Children to use their mind maps to help with the description of Sherwood Forest.</p>	
Reflection	Children really enjoyed being outside and the forest provided a great stimulus for learning. They used their senses really well and most described 'Sherwood Forest' in great detail. The children were far more engaged in their learning as a result of being outside.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Description of nature	School: Kingsmoor
Subject / Curriculum link: Outdoor Learning with a link to Literacy	Year group / Age of children: Year 2 ages 6-7
Key Words	Touch, hear, smell, see, senses, adjectives, similes, metaphors
Resources	Double sided sticky tape, card, any natural resources
Learning objective / outcome	<ul style="list-style-type: none"> To describe a forest setting To use descriptive language
Description of activity	<p>Start in the classroom and ask the children how we describe things. What makes the writing interesting? Adjectives, adverbs, similes, alliteration etc.</p> <p>Ask children to describe our outdoor area orally – what sentences and phrases can you think of?</p> <p>Often, when describing a setting, we use our senses. We are avoiding the sense of taste for today's lesson! What are our senses?</p> <p>Take the children outside and give them time to roam around touching, smelling, hearing and looking at nature in our outside area.</p> <p>Give children their journey stick and allow them time to stick things that they will want to describe when back at school.</p> <p>Children to go back to class and write up a description of the forest using their senses and their journey sticks.</p>
Reflection	Having the natural resources in the classroom made it really easy for the children to recall what they saw/touched/smelt in the forest and this greatly helped their writing

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Three Little Pigs		School: Kingsmoor	
Subject / Curriculum link: Outdoor Learning with a link to Literacy		Year group / Age of children: Year 1 ages 5-6	
Key Words		Setting, characters, problem, solution	
Resources		Bricks, straw and sticks and something to use as the three little pigs' homes – we used cardboard boxes	
Learning objective / outcome		<ul style="list-style-type: none">• To recognise the key features of a story• To problem solve using clues	
Description of activity		<p>Children go for a walk around our outdoor area and come across some bricks, a house of straw and a house of sticks. What does this remind us of? What clues can we see that reminds us of a well-known story that we know? Children discuss answers.</p> <p>Continue walking through the forest and find the book 'The Big Bad Wolf and the Three Little Pigs.' Find a nice spot outside and read the story.</p> <p>Children to identify where the setting is, who the characters are, what the problem is and how they resolved it.</p> <p>By the end of the lesson, children should be able to identify setting, characters, problem and the solution using question starters such as Who? What? Where? When? Why? and how?</p>	
Reflection		This lesson could be done inside the classroom but taking the children out made it a lot more fun and engaging. Hopefully they will remember it a bit more than a normal lesson in class.	

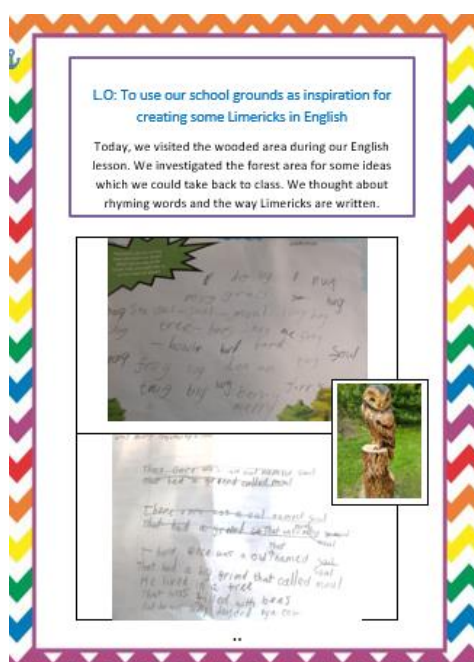
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BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Limericks		School: Kingsmoor Academy	
Subject / Curriculum link: Literacy		Year group / Age of children: Year 3 / Age 7-8	
Key Words	Limerick, rhyme, rhythm, syllables		
Resources	Book, pencil and an outdoor setting		
Learning objective / outcome	<ul style="list-style-type: none">• To count in syllables and to recognise the rhythm and rhyme of a limerick.• To create a limerick inspired by the outdoors.		
Description of activity	<p>Children go outside with a piece of paper and write down things they can see around them. Use this as a teaching point to teach about nouns, using both abstract and concrete examples.</p> <p>When the children have finished exploring the area and writing key words, return to the classroom. Children are to ‘mind map’ words that rhyme with the key terms they noted earlier.</p> <p>For example, Tree – bee, lovely, see, key, country etc.</p> <p>Explain that they are going to write a special type of poem called a limerick. Go through various examples of limericks. Ask, have you heard of any of them before? What do you notice about the rhythm? The rhyme?</p> <p>Children to use their experiences of the outside to create a limerick. This activity could be completed over more than one or two lessons.</p>		
Reflection	For the children who struggled with the concept of limericks, it was important that they focused on simple rhyming words. Children could create other, less rigid forms of poetry – free verse or a couplet		

Photos



Look at all the wonderful bees,
Travelling through the tall
trees,
They go on for hours,
Moving between flowers,
With such elegant, carefree ease.

BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Free Verse 'Enchanted Forest' poem		School: Kingsmoor Academy	
Subject / Curriculum link: Literacy		Year group / Age of children: Year 6 / 10-11 years old	
Key Words	Free verse poetry, description, adjectives, similes, metaphors, alliteration, personification, expanded noun phrases, the five senses		
Resources	Clip board, paper, pen		
Learning objective / outcome	<ul style="list-style-type: none">• To use the stimulus of a forest to generate ideas• To write a free verse poem		
Description of activity	<p>In class, read an enchanted forest poem and look at some images of forests using the interactive white board. Ask children what words and phrases they liked from the poem. What type of poem is this? What does free verse poetry mean?</p> <p>Children to then describe the pictures on the board. Go through key vocabulary. E.g. adjectives, similes, alliterations, personification and make sure that the children are aware of the meaning of these terms. Discuss the importance of using your senses when writing the poetry – what could you see, touch, smell, hear, taste?</p> <p>Children to find a partner and get a clipboard, pen and paper. They have 30 minutes to move around the forest/outdoor area thinking of key words that will help them in writing their final free verse poem. Stop the class every ten minutes, children to share their best examples of work. Discuss what makes this description so good – vivid imagery, appropriate personification, the use of powerful adjectives etc.</p>		
Reflection	Exploring the area outside definitely helped in writing their free verse poem. It allowed the children to generate words and phrases far more easily as they did not have to use their imagination, their environment was a source of inspiration.		

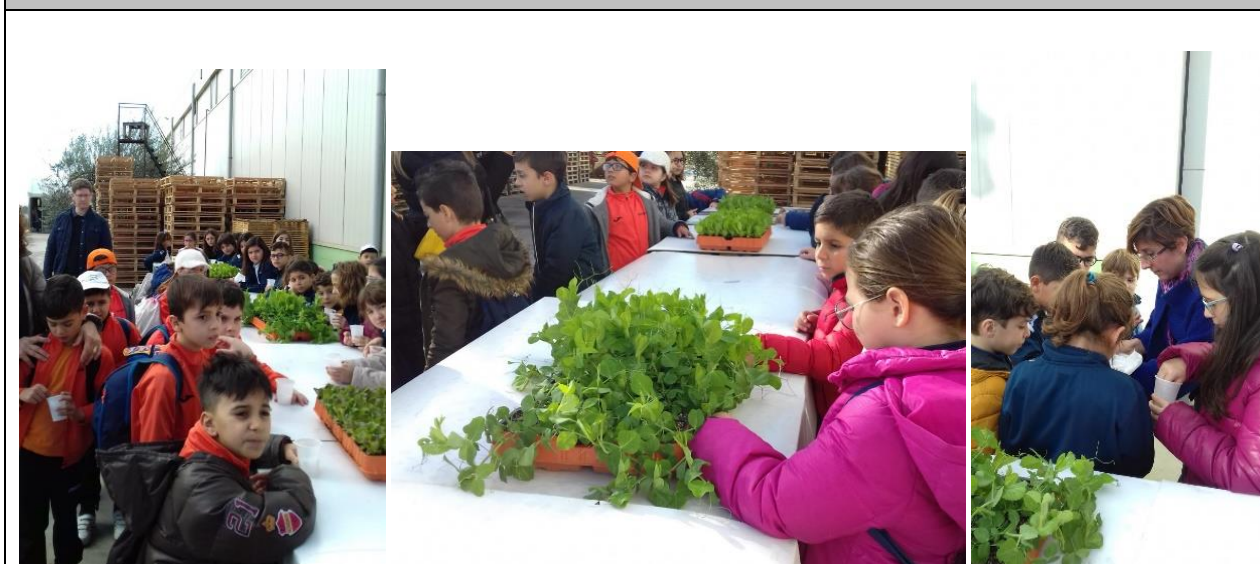
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BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Writing instructions	School: G . Caruano
Subject / Curriculum link: Outdoor Learning with a link to Literacy	Year group / Age of children: 9 years old
Key Words	Imperative verb, first, second, next, then, finally Soil, pot, seed, cup
Resources	Visit to the farm
Learning objective / outcome	<ul style="list-style-type: none"> • Discuss feelings, emotions and memories • To write a set of instructions • To use the imperative verb
Description of activity	<p>Following the visit to the farm, discuss with children what they saw and what they did. How well do they remember the steps to planting a seed?</p> <p>Discuss the importance of instructions. Where do we see them? When do we follow them? Why are instructions useful?</p> <p>Look at the example of a set of instructions, focus on the imperative verb and words that show order/passing of time. Children to identify these words.</p> <p>Discuss the steps to planting a seed. Can the children remember this from the farm?</p> <p>Children to write a set of instructions of how to plant an aborigine seed. They must use imperative verb E.G. put, plant, cover, and time words E.G. first, next, finally.</p> <p>Extension of task: Children to write an introduction to their instructions.</p>
Reflection	The trip to the farm really engaged the children and they were keen to share their memories and write about it on their return. The children clearly remembered the order to planting a seed and I think the outdoor experience really helped with this.

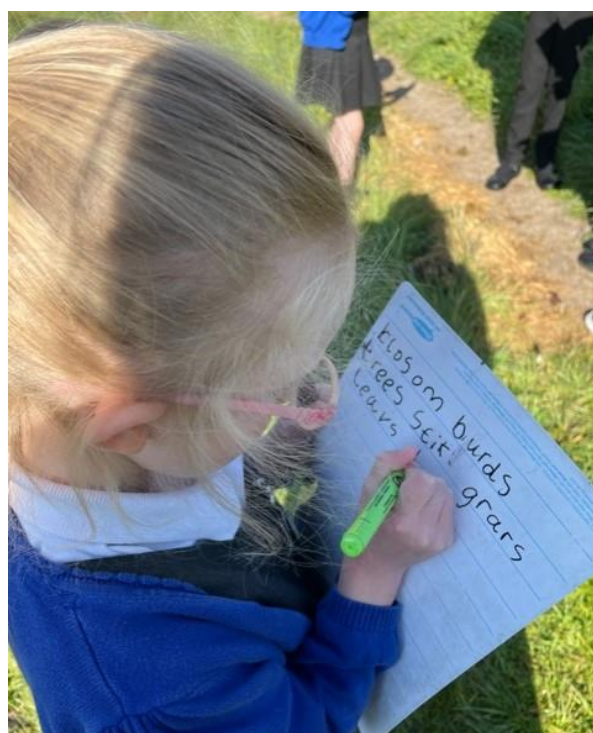
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BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Noun hunting		School: Kingsmoor Academy	
Subject / Curriculum link: Literacy		Year group / Age of children: Year 1-3 / age 5-8	
Key Words	Noun = place, name, thing, idea. Concrete noun, abstract noun		
Resources	Camera, clip boards and pen		
Learning objective / outcome	<ul style="list-style-type: none">• To and identify nouns• To recognise the difference between concrete and abstract nouns		
Description of activity	<p>Ask the class, what is a noun? Share ideas about what a noun is. Give examples of concrete nouns. What are abstract nouns? Do you think we can see any abstract nouns on our walk today? Discuss ideas such as happiness. How do we see happiness?</p> <p>Give each child a clip board, paper and pen and go outside. Children to hunt for different nouns. Can they find a range of concrete and abstract? Each group to have an iPad or camera to take photos of their findings.</p> <p>Bring class together at the end to share what they have found. Are there any unique nouns that nobody else thought of?</p>		
Reflection	Children really enjoyed the noun hunt. They predominantly found concrete nouns but a few abstract nouns were identified such as beauty and friendship.		

Photos





BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Coordinates and prepositional language		School: Fikret Yuzatli Ilkokulu	
Subject / Curriculum link: Literacy / Maths		Year group / Age of children: Aged 8-9	
Key Words	Coordinates, up, down, left, right, 90 degrees, 180 degrees.		
Resources	Flower pot, outdoor coordinate grid		
Learning objective / outcome	<ul style="list-style-type: none">Find the address given in the coordinate plane.To develop self-confidence in students.To follow instructions and to communicate clearly		
Description of activity	<p>This lesson can have either a maths focus or a literacy focus. We have another lesson on coordinates in maths in our maths section. For a maths lesson, children will learn how to read coordinates. The teacher puts the flower pot on the grid, children to say what coordinates the flower pot is it. Children can then start putting the pot where they want and their peers can answer.</p> <p>This lesson can also have a speaking and listening literacy focus as well. Children to learn what a preposition is. There are to use prepositions to describe the location of the flower pot. To make the lesson more advanced, have other objects at hand. Then you can ask, what object is next to the flower pot? Or above, diagonal. Children to answers the questions posed but they also identify the prepositional language in each question.</p>		
Reflection	For younger children, this is a good activity for them to learn their left and right. For a literacy focus, concentrate on the prepositional and instructional language. For a maths focus, concentrate on the coordinates aspect of learning.		

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE	
Title of activity: Reading challenge	School: Scoala Gimnaziala <i>Decebal</i> Cricau
Subject / Curriculum link: Outdoor Learning with links to Literacy	Year group / Age of children: 8-9 years old
Key Words	nature, communication, reading, exercising, books
Resources	books
Learning objective / outcome	<ul style="list-style-type: none"> • To develop literacy skills; • To improve language skills; • To read the chosen book; • To tell the story read;
Description of activity	<ul style="list-style-type: none"> - The activity starts into the classroom as a game; - Students extract from a pouch notes which will give them a reading challenge, like reading a story by replacing the name of the main character with their own, reading while hiding, inventing a story based on some pictures, reading a poetry to their parents etc. Some students choose to read hiding under a bridge, under a tent or under the bed.
Reflection	The activity developed literacy skills and strengthen the student-parent-teacher relationship. The activity seemed very fun for the students.
Photos	
 	

BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: The parade of the books	School: Scoala Gimnaziala <i>Decebal</i> Cricau
Subject / Curriculum link: Outdoor Learning with links to Literacy	Year group / Age of children: 6-14 years old
Key Words	nature, communication, promoting, books, fun
Resources	books
Learning objective / outcome	<ul style="list-style-type: none"> • To develop literacy skills; • To improve language skills; • To promote the reading to local community; • To tell a scene from a favorite story;
Description of activity	<ul style="list-style-type: none"> - The activity starts into the school yard; - Students tell a scene from a favorite story, others recite a poetry they already learnt; - The activity continues outside the schools, students and teachers participate to the parade of the books in local community. Everybody is carrying a book or a drawing representing their favorite story.
Reflection	The main goal of the activity is to promote the reading to members of local community.

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Let`s read		School: Scoala Gimnaziala <i>Decebal</i> Cricau	
Subject / Curriculum link: Outdoor Learning with links to Literacy		Year group / Age of children: 10-11 years old	
Key Words		nature, communication, reading, exercising	
Resources		Books	
Learning objective / outcome		<ul style="list-style-type: none">• To develop literacy skills;• To read poetry and the story;• To draw the map of the text;	
Description of activity		<ul style="list-style-type: none">- Each student chose a book in order to read a poetry or a story;- After reading, they answered questions related to the text;- They drew the map of the text by specifying the title, the author, the characters and the action.	
Reflection		Students were very excited to run the lesson outdoor and improved their motivation in developing literacy skills.	

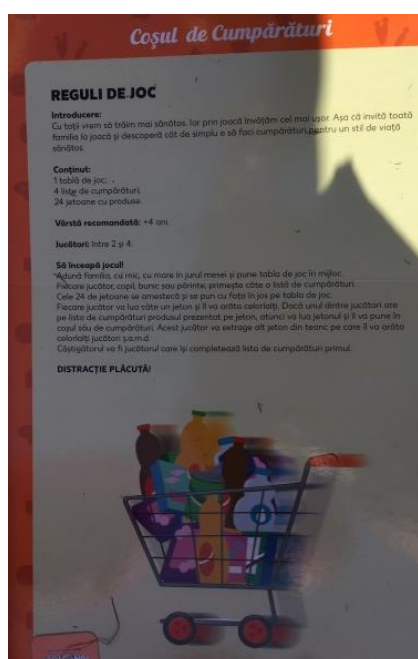
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BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Bunorama game	School: Scoala Gimnaziala <i>Decebal</i> Cricau
Subject / Curriculum link: Outdoor Learning with links to Literacy	Year group / Age of children: 8-9 years old
Key Words	nature, communication, reading, exercising, building
Resources	Bunorama game
Learning objective / outcome	<ul style="list-style-type: none"> To develop literacy skills; To improve language skills; To read the instructions of the game; To create a story using the photos;
Description of activity	<ul style="list-style-type: none"> The activity takes place into the school park; Students build "the city" using maps and casts made of cardboard; After they create the city, they describe orally the life of people living in the city, mentioning transportation, jobs, members of the families; In the end, students create a story based on the model of the city.
Reflection	The activity developed literacy skills and students showed interest regarding reading.

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Story Follow Up		School: Kingsmoor Academy	
Subject / Curriculum link: Literacy		Year group / Age of children: Year 3 / ages 7-8	
Key Words	Depends on the story you have been studying. Use key words from the story.		
Resources	Natural resources		
Learning objective / outcome	<ul style="list-style-type: none">• To identify key parts of a story• To use items to retell a story• To give reasons for your answers		
Description of activity	<p>The class had just finished reading Roald Dahl’s Fantastic Mr. Fox but this activity could work for any book that the children have been studying. It is important that the children have a good understanding of the book they have been studying.</p> <p>Before they go and explore outside, children to think of key characters or objects from the story. Explain to children that they are going to be using the outdoors and natural resources that they can find to ‘map out’ the story. It is important that they use their imagination and can then justify and give reasons to why they have chosen the items that they have. How does it link to the story?</p> <p>The children came up with some really inventive things. For example, they found a tail to represent Mr. Fox’s tail, a berry to represent the bullet that shot off the tail, different sized sticks to represent Boggis, Bunce and Bean.</p>		
Reflection	The children were really good at finding items that they could use to represent the different parts of the story – even if some were rather tenuous. The bigger the imagination, the better the outcome!		

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Story ideas		School: Kingsmoor Academy
Subject / Curriculum link: Literacy		Year group / Age of children: Age 7-11
Key Words	Stick, twig, branch, story, beginning, middle, end, journey, characters	
Resources	Stick Man by Julia Donaldson and Axel Scheffler, outdoor area for finding, sticks, goggle eyes, string, pipe cleaners of different colours, beads, wool	
Learning objective / outcome	<ul style="list-style-type: none">• To generate ideas for writing• To be able to use narrative tenses	
Description of activity	<p>Read Stick Man by Julia Donaldson. Discuss what happens to Stick Man on his journey through the story. Who picks him up? Where does he go? What happened at the beginning of the story? The middle? The end? What characters are in the story?</p> <p>This lesson fits in with the art activity creating stick characters (see lesson plan). Children either use their own stick people or the teacher has one already made. Once you have read the book, children to go outside and think about the beginning of the story. Where is your stick character going to start their story? Where is its home? What happens to them on their journey? How will your stick character get back home at the end of the story?</p> <p>Children to take notes and photos of their stick's 'journey'. This will help them when they return to class and create their own Stick People Story. Children then write up their adaptation of Stick Man.</p>	
Reflection	The children really enjoy taking their own stick characters out to create their own, personal story. Recommend children making their own characters before story writing.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

<p>Title of activity: <i>The ballad of a small cricket</i>, by George Toparceanu</p>	<p>School: Scoala Gimnaziala <i>Decebal</i> Cricau</p>
<p>Subject / Curriculum link: Outdoor Learning with links to Literacy</p>	<p>Year group / Age of children: 9-10 years old</p>
<p>Key Words</p>	<p>nature, communication, reading, exercising</p>
<p>Resources</p>	<p>Books, notebooks</p>
<p>Learning objective / outcome</p>	<ul style="list-style-type: none"> • To develop literacy skills; • To read the poetry; • To discuss about their feelings and emotions regarding the poetry; • To write synonyms, antonyms, correct adjectives; • To describe the main character.
<p>Description of activity</p>	<ul style="list-style-type: none"> - Students read the poetry, <i>The ballad of a small cricket</i> by George Toparceanu. - After reading, they answered questions related to the text and identify the main character - They described the cricket using adjectives. Students write answers to the exercises in their worksheets
<p>Reflection</p>	<p>The outdoor activity offered the students the opportunity to express themselves in the most accurate way.</p>

Photos



Outdoor ideas for ART

BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Tree Faces		School: Kingsmoor Academy
Subject / Curriculum link: Art		Year group / Age of children: All ages
Key Words	Clay, rub, pinch, create, imagination	
Resources	Clay, a flat surface, any natural resources you can find.	
Learning objective / outcome	<ul style="list-style-type: none">• To create a tree face using natural resources for facial features•	
Description of activity	Explain that children can work on their own or with a partner to create a clay tree face. There are two options for their design. One is to put the clay flat onto the tree trunk and then use natural resources to create the facial features and hair. The other way is to create each facial feature using the clay and then to attach them to the tree. You can see both methods in the pictures below.	
Reflection	The children love this activity but the faces do not stay on the trees once it has rained so take lots of photos!	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Sculpture	School: Kingsmoor Academy
Subject / Curriculum link: Design and Technology	Year group / Age of children: Year 6 10-11 year olds
Key Words	Creativity, imagination, pinch, squeeze, mold, twist, stretch
Resources	Clay, a bit of water, any natural resources
Learning objective / outcome	<ul style="list-style-type: none">• To create a forest school creature• To use your imagination
Description of activity	<p>Take the children outside and walk around the environment. What creatures could live here? Real creatures such as birds, bugs etc. and mythical creatures such as fairies, unicorns etc.</p> <p>Children to create a creature in their mind. Describe your creature to your partner.</p> <p>Show children how to mold a lump of clay into a creature using the terms such as pinch, squeeze, mold, twist and stretch.</p> <p>Children to use any natural resources available to add to their sculpture such as grass for hair or stones for eyes.</p>
Reflection	Next time I repeat this lesson I will bring out a few boards so the children have a flat surface to work on with their clay.

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Forest Floor Art		School: Kingsmoor Academy	
Subject / Curriculum link: Art		Year group / Age of children: All ages	
Key Words		Create, imagination, colours, patterns, symmetry	
Resources		Outdoor environment with natural resources	
Learning objective / outcome		<ul style="list-style-type: none">To create a piece of art using natural resources.	
Description of activity		Explain to the children that they are going to be creating a forest floor piece of art. They must use the floor as a ‘canvas’ and can only use resources that they find in their outdoor environment. There are different methods that can be used for the lesson. One method is to clear an area on the floor and use sticks to create a ‘frame’. Whatever goes within the frame becomes the piece of art. Another method is to collect lots of resources to create an animal such as a bear or a butterfly as can be seen below. Children can also create patterns and symmetry – it doesn’t have to be of a person or animal or scene. I have seen wonderful patterns such as the ying and yang created just out of leaves.	
Reflection		Another activity that all children can achieve in as they can just let their imagination run wild with what they want to create whether it is a scene of something, a forest creature or a pattern.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Friendship bracelets		School: Kingsmoor Academy	
Subject / Curriculum link: Art		Year group / Age of children: Year 6 aged 10-11	
Key Words		Teamwork, cooperation, communication, friendship, fine motor skills	
Resources		Wool, scissors	
Learning objective / outcome		<ul style="list-style-type: none">• To work with a partner to create a friendship bracelet• To follow instructions• To communicate clearly	
Description of activity		<p>Before the start of the lesson, find a tree and hang two pieces of wool per child on a tree. Take children on a walk through the outdoor area and finally stop at the tree. Ask children what kind of tree it is? It is a friendship tree.</p> <p>Children to take two pieces of wool. If you have lots available, then allow children to choose their colours.</p> <p>Find a partner and decide who makes their bracelet first.</p> <p>Put the two pieces of wool together, both partners hold the ends of the wool and start twisting in opposite directions.</p> <p>Once twisted enough, one partner places their finger in the middle of the two intertwined pieces of wool. Then partners bring the two ends together.</p> <p>Let go of the looped end and smooth out kinks. Children to wrap the bracelet round each other's wrist and then repeat the task again.</p>	
Reflection		Some children find it a little tricky to make so it is important the class help each other out to complete the task. Children who find the task quite easy can help and act as teachers themselves.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Creating God's eyes		School: Kingsmoor Academy	
Subject / Curriculum link: Art / D&T		Year group / Age of children: Year 6 / 10-11 year olds	
Key Words		Patience, resilience, perseverance, trial and error	
Resources		Lollipop sticks / twigs String Different colour wool	
Learning objective / outcome		<ul style="list-style-type: none">• To create a God's eye using a weaving technique• To persevere with a task	
Description of activity		<p>Ideally children to find two straight sticks of equal length outside. Either glue gun the two sticks together forming an 'x' or use string to create the 'x'.</p> <p>Clearly model the task to the class. Start by tying off a piece of wool close to the centre of the sticks. They are then to weave the wool round the stick and on to the next stick and so on forming a square of coloured wool in the middle of the sticks.</p> <p>When a child wants to change colours they cut the wool and tie a knot to their next chosen colour and continue the process.</p> <p>Children must persevere with the task and keep checking the accuracy of their God's eyes. It is quite easy to go wrong and make a mistake. It needs patience and concentration.</p>	
Reflection		As it was raining outside the sticks were wet and not ideal to use so we used wooden rods cut in half and glued together with a glue gun. We still completed the task outside where there was a calm atmosphere.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Outdoor art rocks!		School: Kingsmoor Academy	
Subject / Curriculum link: Art		Year group / Age of children: All ages	
Key Words		Discovery, create, art, observe	
Resources		Rocks, paint, felt tips, varnish	
Learning objective / outcome		<ul style="list-style-type: none">To create a design on natural materials	
Description of activity		<p>Lovely activity to make your outdoor learning environment more appealing. This can be a whole school project as you want a lot of rocks, especially if your outdoor area is big in size.</p> <p>Firstly, children need a rock. If there are not many rocks in your area either go hunting in local parks or buy some. Children need to design their painted rocks before starting. Are they going to link their rock to nature? Create a pattern? Leave a message to the finder? What colours will you choose? Why?</p> <p>Once the rock has been designed, children to either paint or use felt tips to decorate their rock. It is important to varnish the rocks after this. Children to then go and place their rock somewhere in the outdoor area. Where will you put your rock? Why? Do you want it to be found easily or not?</p>	
Reflection		Important to varnish the rocks to protect them from sun and rain. You can also paint the rocks white first to make it easier to decorate.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Hapa Zome	School: Kingsmoor Academy
Subject / Curriculum link: Art	Year group / Age of children: Year 3-6 Ages 7-11
Key Words	Japan, Hapa Zome, leaf dye, symmetry, colour, pigment
Resources	Cloth, rolling pins, a hammer or something hard to hit with, a flat surface and natural resources such as flowers and/or leaves
Learning objective / outcome	<ul style="list-style-type: none">• To create a piece of art using the Hapa Zome technique• To discuss how colours and dyes were made in the past
Description of activity	<p>Explain to the children that hapa zome is a Japanese word meaning 'leaf dye'. Show some examples on the board to the class and discuss what the objects are and what colours work well.</p> <p>Children then go outside and collect a range of natural resources. They must try to find different sizes, colours etc.</p> <p>Once they have gathered their resources, return to class. Give each child a piece of cloth and a rolling pin. Children place their objects on the cloth. For best results, only place objects on half the cloth and then fold over. This gives the artwork some symmetry.</p> <p>When ready, children hit the cloth with the rolling pin for at least 5 minutes. They should see the natural pigment go through onto the cloth. When finished, discard any remaining bits of leaves and flowers and you should be left with a perfect hapa zome piece of art.</p>
Reflection	I didn't quite realise how loud this lesson would be. Think about the poor class next door and any children who might be sensitive to loud noises. Great activity though!

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Dream catchers	School: Kingsmoor Academy
Subject / Curriculum link: Art	Year group / Age of children: Year 4 / ages 7-8
Key Words	Heritage, culture, creativity, design, purpose
Resources	Branches from a willow tree are ideal, if not any sticks or twigs String and wool Scissors
Learning objective / outcome	<ul style="list-style-type: none"> To understand other cultures and beliefs To design and create a dream catcher
Description of activity	<p>Start in the classroom looking at the history of dream catchers. What groups of people have used them in history? What was their purpose? Are they still used today?</p> <p>Explain how to make them to the children. Ideally, stripped back willow branches are perfect as they are flexible and can make shapes such as circles and triangles. If not, any sticks and twigs will do. Show the children that they have to make the outline to the dream catcher first. Once made, children decorate with different colour string and flowers that they can find from our outdoor area.</p>
Reflection	It is good to do the knot lesson first so children have the basic skills of tying string/wool together using different knots. It was very handy having a willow tree on site as well. Most children wanted to take their dream catchers home instead of leaving it in our forest!

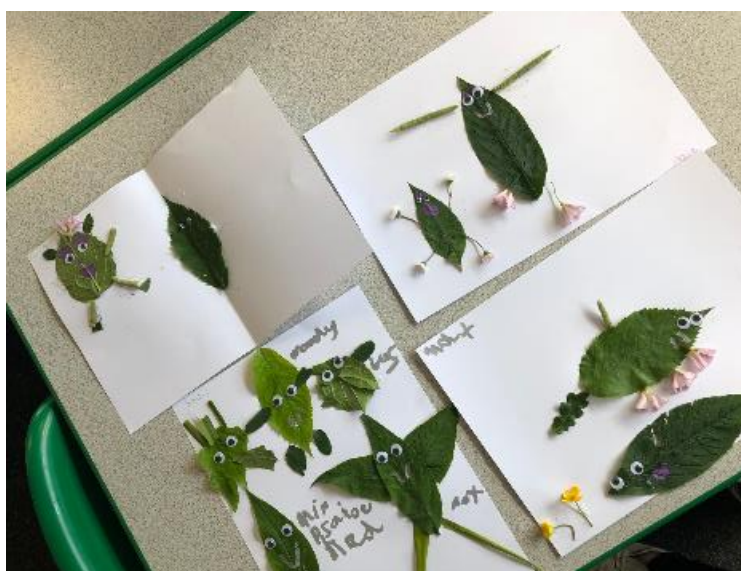
Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Leaf creatures	School: Kingsmoor Academy
Subject / Curriculum link: Art	Year group / Age of children: Year 1 ages 5-6
Key Words	Creativity, imagination, fun
Resources	Googly eyes, leaves, sticks and any other natural resources, paint, glitter
Learning objective / outcome	<ul style="list-style-type: none"> To use your creativity to make a leaf creature
Description of activity	<p>Take children on a walk and look at the variety of leaves there are on different trees.</p> <p>Tell the children they are to collect any natural resources that they want in order to create a leaf creature.</p> <p>Go back to the classroom and create your leaf creature. Add googly eyes, paint and glitter to the creature.</p>
Reflection	<p>Children loved this activity as there was no right or wrong, good or bad.</p> <p>Children to use their imagination to create whatever they wanted.</p>

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Nature Letters		School: Kingsmoor Academy	
Subject / Curriculum link: Art		Year group / Age of children: Year 1 age 5-6	
Key Words	Capital letter, Bend, tie, decorate, length, perseverance, creativity		
Resources	Sticks, wool, string, any natural resources used for decoration		
Learning objective / outcome	<ul style="list-style-type: none">• To recognise my own initials• To correctly form my initials• To show my creative side		
Description of activity	Ask the class what are your initials? Do we know what initials mean? What's the difference between capital letters and lowercase letters? Children write their initials in capital letters and then have a think about how they could show their initials using natural resources. Go outside to collect anything the children need and then go back to class. The children are to make the initials of their name and decorate with the equipment provided.		
Reflection	Make sure you do this activity when everything is dry! The children really enjoyed taking their initials home and showing their families.		

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Tree Rubbing		School: Kingsmoor Academy	
Subject / Curriculum link: Art		Year group / Age of children: Year 1 / age 5-6	
Key Words		Tree, bark, texture, patterns, comparisons	
Resources		Paper, crayons, trees	
Learning objective / outcome		<ul style="list-style-type: none">• To recognise similarities and differences.• To make comparisons.• To identify patterns.	
Description of activity		<p>Start in the classroom and ask the children to talk in pairs about what a tree is. How would you describe a tree to someone who has never seen one before? Focus on the tree trunk / bark. What does it look like? How does it feel? Are all tree trunks the same?</p> <p>Explain that we are going to be making tree rubbings to identify similarities and differences in trees. Children to take rubbings of various trees in the local area on different pieces of paper. They are then to compare their results looking for patterns, similarities and differences and feedback their findings. Can you 'group' certain trees based on what you found?</p>	
Reflection		Originally this activity was an art lesson looking predominantly at patterns in nature but the lesson involved a lot of scientific debate as well. Grouping, comparing, contrasting, identifying similarities and differences are all scientific skills children can develop during this activity.	

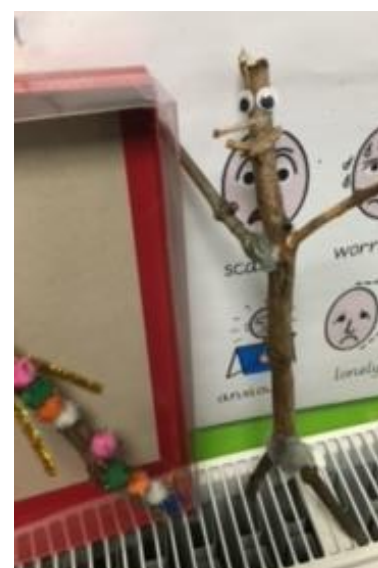
Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Stick people		School: Kingsmoor Academy
Subject / Curriculum link: Art and DT		Year group / Age of children: Age 4-7
Key Words	Stick, twig, branch, find, collect, decorate	
Resources	Stick Man by Julia Donaldson and Axel Scheffler, outdoor area for finding, sticks, goggle eyes, string, pipe cleaners of different colours, beads, wool	
Learning objective / outcome	<ul style="list-style-type: none">To create a character	
Description of activity	<p>Read Stick Man by Julia Donaldson. Discuss what happens to Stick Man on his journey through the story. Who picks him up? Where does he go? Explain that we are going to be creating our very own Stick Man/Woman/Family.</p> <p>Take the children outside to find some sticks that they can use to create their character. Look for sticks that are a bit different to others, for example, maybe it is shaped like a 'Y'.</p> <p>Once you have collected your stick, or sticks, return to the classroom and create your stick character using beads, googly eyes, string, wool, pipe cleaners etc.</p> <p>If there is time left at the end of the lesson, discuss what story our stick character could go on. Make links to the original Julia Donaldson story. See literacy plan on Story Stimulus.</p>	
Reflection	It is helpful if there are a few adults present for this activity as it works best if the sticks can be cut to the right lengths. A glue gun works best too so an adult would need to be in charge of using that with young children present.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Painting Nature		School: Fikret Yuzatli Ilkokulu	
Subject / Curriculum link: Art		Year group / Age of children: Aged 8-9	
Key Words		collect, find, nature, patterns, paint, colourful	
Resources		Lots of natural resources and lots of paint	
Learning objective / outcome		<ul style="list-style-type: none">• To find things made of natural materials• To create a piece of art using natural resources	
Description of activity		<p>Ask the children, when we walk around a forest, what things do we find on the floor? Discuss possible responses – leaves, sticks, mud, grass, flowers, plants, shrubs etc.</p> <p>Explain to the children that we are going on a nature walk to collect different items made of natural resources. We cannot pick anything off trees or plants, only take what we find on the floor.</p> <p>For this activity, we found pine cones which are ideal but if there are no pine cones, sticks and dry leaves are good substitutes.</p> <p>Once you have collected your resources, return to class and paint them.</p>	
Reflection		Make sure you go somewhere with lots of things for the children to find. A wood or forest is perfect. Different seasons will give you different results too.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Nature hunt	School: Kingsmoor Academy
Subject / Curriculum link: Art	Year group / Age of children: Year 2 age 7-8
Key Words	Explore, search, find, create, design, teamwork, unique
Resources	Worksheet and small bag for each pair/group
Learning objective / outcome	<ul style="list-style-type: none"> To familiarise yourself with the outdoor environment To solve a problem To design and create a piece of art
Description of activity	<p>Start in the classroom and explain that the children are going to complete a nature hunt. Go through the worksheet below and make sure the children understand what it is they're looking for.</p> <p>Children form pairs or small groups of three. Each group is given a list of things to find and a small bag for collecting. Allow time for the children to explore the outdoor area searching for the items on the list.</p> <p>Once children have found most/all of the items, take them back to class and hand them a piece of paper. The children are to arrange their findings however they want to on the paper.</p>
Reflection	The items needed to be found were quite broad which helped the children in their search. Something colourful, for example, could be a range of items that the children could find and use for themselves.

Photos

Nature Hunt

Something green

Something brown

Something colourful

Something beginning with the letter L

Something beginning with the letter S

Something straight

Something round

Something hard (it can't break)

Something you can bend

Something different to everyone else



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Nature Faces		School: Kingsmoor Academy
Subject / Curriculum link: Art		Year group / Age of children: Year 1 / age 5-6
Key Words	Faces, sticks, grass, flowers, berries, design	
Resources	Cardboard, felt tips / paint, natural resources	
Learning objective / outcome	<ul style="list-style-type: none">To create a face using natural resources	
Description of activity	<p>Discuss what people have in common. What does every human have that is the same? Then discuss differences. What makes us different to others?</p> <p>Hand out pre-cut cardboard faces. Children to draw on a mouth on one side. On the other they draw a mouth, nose and eyes. Take the children outside and let them explore the area looking for natural resources that they could use for their faces.</p> <p>For one side of the face, children give their faces a new hairstyle – grass, leaves, flowers etc. Once they have completed that, they are to find natural resources they can use for facial features – petals, berries, stones, seeds etc.</p>	
Reflection	Take photos throughout the lesson. It is good to use both sides of the cardboard as the children who cannot find items to make the face can still have fun just doing different hairstyles.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Leaf painting		School: Kingsmoor
Subject / Curriculum link: Art		Year group / Age of children: Year 2 ages 6-7
Key Words	Leaves, imprint, bumpy, press, creativity	
Resources	Range of leaves from outside, paint in different colours, paint brushes, A3 paper	
Learning objective / outcome	<ul style="list-style-type: none">• To use the print technique to create a piece of art• To choose appropriate colours	
Description of activity	<p>Children to go around the forest area collecting a variety of leaves. They must try to find different shapes and sizes. They are to collect them in a bag and then take them back to class.</p> <p>Go through the activity with the children. They are to paint the bumpy side of the leaf and press down onto their paper creating a print.</p> <p>They then clean the paint brush and repeat with a different leaf and colour.</p> <p>As it was autumn we concentrated on autumnal colours such as red, orange, yellow, brown.</p>	
Reflection	Some of the leaves are very smooth so they did not create a really good print of the leaf. Important for the leaf to have lots of visible stomata. Also, it is important to only do this activity when it is dry!	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: knots	School:
Subject / Curriculum link: Design and Technology	Year group / Age of children: Year 6 age 10-11
Key Words	Reef knot, clove hitch knot, square lashing, teamwork, communication
Resources	String, scissors, sticks
Learning objective / outcome	<ul style="list-style-type: none"> To recognise a range of knots To follow instructions
Description of activity	<p>Go to the outdoor area and ask the children to collect 5-10 sticks each of roughly equal length. The straighter the better.</p> <p>Once the children have returned, hand out some string and teach the children some simple knots. Reef knot, clove hitch knot and square lashing.</p> <p>Show children how a clove hitch can help make a star or a triangle.</p> <p>Square lashing is better for creating squares</p> <p>Children work in twos and threes trying to use the knots they have learnt to create their own shapes. Squares are the easiest, followed by triangles and then stars.</p> <p>Once the children have completed one shape, they can create a different one.</p>
Reflection	Whilst most children created at least one shape, not all the children could master the knots. Some children just bound their shapes together.

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Leaf necklaces	School: Kingsmoor Academy
Subject / Curriculum link: Outdoor learning with links to arts and crafts	Year group / Age of children: 6 and 7 year olds
Key Words	Autumn, leaves, colours, threading, finding
Resources	Outdoor space, leaves and string
Learning objective / outcome	<ul style="list-style-type: none"> • To recognize that leaves change colour throughout the year • To create a necklace from leaves
Description of activity	<p>Firstly, discuss with children what happens to leaves during the four seasons. In winter most trees shed their leaves and then they grow during spring and summer but it is autumn where the leaves change the most. What colours do leaves go in autumn? Do you know why? Children to go outside and collect lots of leaves, different shapes, different sizes and different colours.</p> <p>Give children some string and they are to thread each leaf onto the string to create a leaf necklace.</p>
Reflection	<p>It is much better doing this task in the autumn as the leaves are far more varied. If it is summer when you do this activity, I would ask the children to collect as many different shades of green as they can find. I also had to remind the children that we shouldn't really be pulling leaves off the trees and that is why autumn is good for this activity as many leaves have already started falling from the trees.</p> <p>It was also interesting discussing what trees are evergreen and what ones are deciduous.</p>

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Hedgehogs		School: Kingsmoor Academy	
Subject / Curriculum link: Art		Year group / Age of children: Year 3 age 8-9	
Key Words		Explore, search, find, create, design, , unique	
Resources		Any natural resources	
Learning objective / outcome		<ul style="list-style-type: none">• To familiarise yourself with the outdoor environment• To find appropriate materials• To design and create a piece of art	
Description of activity		<p>This activity ties in nicely with literacy as we were reading the book, ‘The Hodgeheg’ by Dick King Smith.</p> <p>Children had been learning about hedgehogs and their task was to go outside and find natural resources to make their own outdoor hedgehog art.</p> <p>First they had to discuss what a hedgehog looked like and what resources could they use outside to best replicate the hedgehog.</p> <p>Most groups decided to make the outline with sticks, the body out of leaves and the nose and mouth from stones.</p>	
Reflection		It really helped that the children were already reading a book all about hedgehogs and it creased their fascination with the animal and they all had a clear idea of what one looked like.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Leafy hedgehogs	School: Kingsmoor Academy
Subject / Curriculum link: Outdoor learning linked to art and science	Age of children: 4 and 5 years old
Key Words	Habitat, home, hedgehog, leaves
Resources	Paper with template of hedgehog on, leaves, glue
Learning objective / outcome	<ul style="list-style-type: none"> To recognise what a habitat is To understand what a hedgehog needs to be happy and safe To collect leaves and create a hedgehog collage
Description of activity	<p>Activity starts on the carpet in class looking at different habitats for animals. What habitats could a hedgehog live in? Look at what makes a hedgehog home. Discuss the need for warmth, protection, well-hidden etc.</p> <p>Children to go outside and look to see where a hedgehog might make a home. If there is time allow, children to start making mini hedgehog homes in the outdoor area. Important to explain to the children that it is unlikely that we will see any hedgehogs as they are nocturnal animals. What does nocturnal mean? Does anyone know any other nocturnal animals?</p> <p>Children then go and collect lots of different leaves. A dry autumn day is ideal so they get a range of colours. Once collected, head back to class and children create a leaf hedgehog collage.</p>
Reflection	<p>The children really enjoyed going outside and trying to find where hedgehogs might make their homes. It is very important to do it on a day that is dry otherwise the leaves will not stick to the paper when you make the collages. If I was to repeat this lesson, I would do it over two weeks and spent a bit more time outside making the shelters/habitats for the hedgehogs.</p>

Photos



Outdoor ideas for SCIENCE

BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Bird nest		School: Kingsmoor	
Subject / Curriculum link: Science - habitats		Year group / Age of children: 10/11 year olds	
Key Words		Habitat, survival, home, environment	
Resources		The Best Nest story book, natural resources from the forest, string, scissors	
Learning objective / outcome		<ul style="list-style-type: none">To create a habitat for a bird	
Description of activity		<p>Discuss with the children what is the need for a nest. Warmth, protection, comfort, a place for eggs to hatch etc. Read the story or watch on YouTube 'The Best Nest.' What materials did they use for their nest?</p> <p>Take the children outside and look at the birds' nest that are already in the forest. Discuss size and location of nest and the need for safety and protection from the elements and other predators.</p> <p>In groups of 2-4, children to find an appropriate location for their nest and then they create their habitat for their bird.</p>	
Reflection		<p>This activity is open ended. It could be quite scientific, discussing the need for habitats or the type of bird that would live in such environments. Or it could be quite creative, children creating gardens, bedrooms etc. for their chosen animal. I have completed this activity with children from the ages of 6-11 and each year group really enjoyed the task.</p>	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Bug Hotel	School: Kingsmoor Academy
Subject / Curriculum link: Science / habitats	Year group / Age of children: 10/11 year olds
Key Words	Safety, cooperation, teamwork, fun, habitat, environment
Resources	10 wooden pallets, bamboo canes, flower pots, anything in nature that we can use
Learning objective / outcome	<ul style="list-style-type: none"> To identify the needs of a habitat To create a bug hotel
Description of activity	<p>We started in class discussing why we need a home. Shelter, protection, warmth, safety etc. We then discussed where we find bugs' homes and habitats and what do they have in common. Dark places, dry, quiet etc. We then discussed what do we have in nature that the insects would like to use for their habitat. For example, grass and straw for comfort, flower pots for protection from the wind and rain.</p> <p>Children to go outside and collect things that they find in the school grounds that can be used for a bug hotel. The teacher moves the pallets to create the structure and the children fill the pallets with the items they have collected.</p>
Reflection	It was a good, hands on activity for the children to really think about what is needed in order to survive. They thought about different insects and what they would want. For example, we drilled holes in the wood so masonry bees would be happy.

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Mini shelters / Habitats		School: Kingsmoor Academy	
Subject / Curriculum link: Science		Year group / Age of children: All ages	
Key Words	Habitats, home, shelter, protection, warmth, camouflage,		
Resources	You can provide string to make it a little easier for the children to build their shelter/habitat.		
Learning objective / outcome	<ul style="list-style-type: none">• To explore habitats• To recognise the importance of habitats for animals.		
Description of activity	<p>Discuss what a habitat is. Walk around the outdoor area and find some habitats. Look for bird nests, spider webs, look under logs. What creatures can you find?</p> <p>Look at what a habitat needs to provide. Warmth, shelter, protection from the elements, protection from predators, protection for offspring. Introduce a fictional creature to the class – I called mine the Flump bird. I told the class that the flump is a small bird on the verge of extinction due to its inability to make its own home. It cannot fly high and spends most of its time on the floor. The children needed to create a new habitat for the flump. It needed to protect the flump from both the elements and any predators in the area such as foxes. Children then went off in groups to create their shelters.</p>		
Reflection	Children really enjoyed making their shelters and there were obvious DT links. Half the children genuinely believed the flump was real.		

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Growing		School: Kingsmoor Academy	
Subject / Curriculum link: Science		Year group / Age of children: Year 1 / age 5-6	
Key Words		Plant, soil, root, water, light, seeds	
Resources		Soil, seeds or small plants, watering can, trowel	
Learning objective / outcome		<ul style="list-style-type: none">• To observe and describe how seeds and bulbs grow into mature plants.• To understand how plants need water, light and a suitable temperature to grow and stay healthy.	
Description of activity		<p>Discuss what is needed in order for plants to grow. Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.</p> <p>Children to help plant different seeds, bulbs and small plants. Before planting, go through what each plant produces. Do they recognize any of the plants?</p> <p>Make sure you water your plants.</p> <p>Observe over time and discuss findings.</p> <p>Speak to the children about the correct conditions for growth. Think about conditions where bulbs/seeds would flourish/cherish.</p> <p>Pupils could be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</p>	
Reflection		The children really enjoyed growing and caring for the plants and herbs we planted. They even took some of the produce home with them and had it for dinner.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Seed dispersal		School: Kingsmoor Academy	
Subject / Curriculum link: Science / Biology Year group / Age of children:		7-8 year olds	
Key Words		Flowers, seeds, seed dispersal, function, reproduce, life cycle	
Resources		Cardboard, double sided sticky tape	
Learning objective / outcome		<ul style="list-style-type: none">To identify different ways that seeds disperse.	
Description of activity		<p>During the Science topic on plants, children have learnt the different parts of a plant and their function. We have also looked at the life cycle of a plant and today's lesson focuses on seed dispersal.</p> <p>Discuss how plants and flowers reproduce and the different ways in which seeds spread to different areas - whether that is by gravity, animals, force, wind and water.</p> <p>Children to explore our outdoor environment looking for different seeds. They are to collect them on cardboard with the double sided sticky tape. An advantage of collecting the seeds is that we could then compare and contrast them afterwards back in the classroom.</p>	
Reflection		<p>Allowing the children to go outside and actually collect the different types of seeds helped to deepen their learning of the topic. The trouble with this lesson was that children didn't quite differentiate between seeds and other things found outside such as leaves and feathers.</p> <p>Giving them the cardboard with the tape meant we could carry the lesson on back in class and also meant that the children had something to take home and show their parents which provided another discussion point at home.</p>	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: The germination of seeds		School: Scoala Gimnaziala <i>Decebal</i> Cricau	
Subject / Curriculum link: Outdoor Learning with links to Science		Year group / Age of children: 8-9 years old	
Key Words		nature, communication, plants, seeds	
Resources		Seeds of corn, wheat and green peas, jars, cotton, water	
Learning objective / outcome		<ul style="list-style-type: none">• To plant seeds of corn, wheat and green peas• To observe the germination process of the seeds• To write the phases of the plant development	
Description of activity		The activity starts in the school yard. Students prepare the materials for the lesson. Teacher divides the class into three teams. Each team plants corn, wheat, or green peas seeds in the jar. These will be watered periodically to observe the germination process of the seeds. Inside the classroom, pupils write down the stages of plant development on the team work sheet. At home, students will perform a similar experiment to the one developed at school.	
Reflection		The activity is seen as a fun one, like a game.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Parts of a flower		School: Kingsmoor Academy	
Subject / Curriculum link: Science		Year group / Age of children: Year 1 / ages 5-6	
Key Words	Flower, leaf, stem, petal, pollen, root		
Resources	Any large flowers, magnifying glasses		
Learning objective / outcome	<ul style="list-style-type: none">To identify the parts of a flower		
Description of activity	<p>What flowers do people know? Write a list on the board. What do all flowers have in common? Go through key terms with class.</p> <p>Children go outside and investigate the different flowers in their environment. They can look closely at each feature using a magnifying glass. Despite their differences, flowers have a lot in common too. Pick some large flowers that the children can take back to class to look at.</p> <p>In class, children to label the different parts of the flower. Some children can explain the role of each feature.</p>		
Reflection	Being able to go outside and actually investigate the different flowers really enhanced the learning experience. Important to bring back flowers sustainably and only take ones that the children will find easier to analyse.		

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Changes in Seasons	School: Kingsmoor Academy
Subject / Curriculum link: Science / Seasons	Year group / Age of children: 6-7 year olds
Key Words	Summer, spring, autumn, winter, changes, leaves, colours, seasons, temperature, flora and fauna
Resources	Clipboards Cameras
Learning objective / outcome	<ul style="list-style-type: none"> To identify changes in the seasons
Description of activity	<p>This activity works best if children complete it over the course of year where they have the opportunity to visit the outdoor area in each season.</p> <p>In September it is the end of summer so we discuss the characteristics of the season. What makes summer summer? Children to then take notes and photos of nature in the summer, green leaves, birds out, flowers still in bloom etc.</p> <p>Repeat the above during autumn. What is different? Colour of leaves, amount of leaves on trees, temperature, not as many flowers etc.</p> <p>Repeat in winter. No leaves, very little nature evident, cold etc.</p> <p>Finally, repeat in spring. Focus on length of grass, buds on the tree, more leaves, more flowers are starting to grow, more birds and insects evident in the area etc.</p>
Reflection	<p>Really important to take notes and photos as children forgot the changes that occur due to the length of time between these lessons. Once they saw the photos that they took again they remembered lots of characteristics of each season.</p>

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: I discover, appreciate and respect the natural territory and culture of Vittoria - Visit to the Aleppo Pine Reserve		School: I. C. "G. Caruano" Vittoria
Subject / Curriculum link: Outdoor Learning links to Science, History and Literacy		Year group / Age of children: 10, 11,12 years
KEY WORDS	Independence, teamwork, cooperation, risk taking, communication. Nature, discovery, adventure, multidisciplinary. Flora and Fauna of the « Nature Reserve Pino d'Aleppo »	
RESOURCES	Equipment: camera, sheets, pens and pencils, cards, boots, umbrellas, comfortable clothes, Interactive Whiteboard, Science Lab.	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To learn about the territory in a direct and playful way through research, investigation and exploration of the country in which the pupils live and develop the ability to discover the reality of the territory with its history and traditions. 	
OUTCOMES	<ul style="list-style-type: none"> • To reach the awareness of one's own social and cultural identity, understanding the importance of behaviors marked by participation, responsibility and critical reflection towards the territory in which they live. • To gain knowledge of the different aspects of the territory from the historical, geographical, environmental points of view with an emphasis on Flora and Fauna. 	
DESCRIPTION OF ACTIVITY	<p>On Tuesday 13th November 2018 all the pupils of Classes 1A, 1B, 1C, 2A of the Lower Secondary School visited the «Nature Reserve Pino d'Aleppo» with their teachers for an interdisciplinary project on the knowledge of our local landscape and history.</p> <p>The route involved students and teachers for about 5 KM on foot.</p> <p>They explored the local Flora and Fauna. In particular, they saw the Pinus Halepensis, other types of trees such as absence, willow trees, carob trees and citrus trees and some aromatic herbs such as rosemary, bay leaf and peppermint. They saw and investigated some mammals such as rabbits, foxes and hedgehogs. Students overcame difficulties due to "slippery paths" thanks to their classmates' help.</p> <p>Activities carried out at school:</p> <ul style="list-style-type: none"> - Organization of some lab activities concerning the surroundings. - Identification of adjectives to attribute to the Nature Reserve. - Translation of the same adjectives into French and English. - Written report about the Educational trip with their personal impressions. - Identification of some rules of correct behavior to preserve the Environment. - Production of a video about the whole experience. 	
REFLECTION	<p>The students reached the following planned objectives:</p> <ol style="list-style-type: none"> 1. To know, appreciate and respect the local natural Environment and animals thanks to their direct experience. 2. To develop the sense of belonging to their own Environment and be aware that a correct behavior is the only way to preserve it. 4. To encourage curiosity and to nurture their love for Science and History. 5. To Educate conscious global Citizens. 6. To Improve interaction and social communication skills. 7. To better interact with classmates and teachers and respect the others' needs. 8. To become more sociable and more confident. 	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Using your senses / blindfolds		School: Kingsmoor Academy	
Subject / Curriculum link: Science / Biology		Year group / Age of children: 10/11 year olds	
Key Words		Trust, risk taking, communication, awareness, listening, following instructions, senses, see, hear, touch, smell, taste	
Resources		Cone, Blindfold x30, whistle	
Learning objective / outcome		<ul style="list-style-type: none">• To identify the five senses• To use your senses	
Description of activity		<p>Discuss with the children what their senses are. Who can name them? What does each sense do? Explain to the children that today they will be losing the sense of sight. How might you feel about this? What could we use to help us? Go through the key words.</p> <p>Children to play small games which will help them to use their other senses and gain trust and confidence when blindfolded.</p> <p>Game 1: Follow instructions. Children to put a cone by their feet and listen to the teacher's instructions e.g. two steps forward, 90 degree turn to your right, quarter turn clockwise etc. the children try to get back to their starting point by listening carefully and keeping their steps consistent.</p> <p>Game 2: Follow my leader. Class split into two 15's. They line up with blindfolds on and arms on the shoulders of the person in front. As a group, they are to move towards the sound of the whistle. Teacher moves around area whistles for them to follow. On two whistles, the child at the back has to move forward to the front of the line using their other senses and trust in their classmates.</p> <p>Once you have finished these games, discuss with the children what helped them when blindfolded.</p> <p>Move on to 'Hug a Tree.' Children to partner up, one child is blindfolded the other is not. The child who is blindfolded is taken to a tree and hugs it. They are then led back to their starting point, asked to remove the blindfold and they have to find the tree that they hugged.</p> <p>To make it trickier, partners can lead them on a strange route to the tree or the blindfolded child has to identify a certain part on a specific tree.</p>	
Reflection		The children really grew in confidence as the lesson went on. At first they were nervous but they learnt to follow instructions in a safe manner and to take risks. Lots of links to maths as well with the use of positional language.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Sensorial alley	School: Scoala Gimnaziala <i>Decebal</i> Cricau
Subject / Curriculum link: Outdoor Learning with links to Science	Year group / Age of children: 6-7 years old
Key Words	nature, senses, alley, science
Resources	Sand, gravel, dry leaves, straw, moss
Learning objective / outcome	<ul style="list-style-type: none"> To make tactile differences between nature materials hard/ soft rough/ smooth; To develop the observation sense and the interest for knowledge.
Description of activity	<p>Into the school yard will be set an alley made of boxes filled with different materials from nature: sand, rocks, leaves, straw, moss etc.</p> <p>The pupils will explore the alley with bare feet and will describe their sensation. To make the game more complicated, they will be blindfolded and asked to guess what materials they sense.</p>
Reflection	The activity seems like a game to the students. They gain confidence in expressing their opinions. Students answers offer a quick feedback to the teacher about the knowledge taught.

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Finding everyday materials		School: Kingsmoor Academy
Subject / Curriculum link: Science – everyday materials		Year group / Age of children: 5-6 year olds
Key Words	Properties of materials, shiny, rough, soft, hard, flat, brittle, bendy, rigid	
Resources	Clipboards Camera	
Learning objective / outcome	<ul style="list-style-type: none">To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	
Description of activity	Discuss with the children what materials they already know. What are they? What is their function? Look at the use of materials in the classroom. Take the children outside and look for different materials. Discuss what each material is used for and look at the properties of each example. Take photos of the materials that the children have found.	
Reflection	The children found a wide range of material and most could state their function and purpose. Being outside, it was good to discuss the need for things to be water proof or wind resistant etc.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Fires	School: Kingsmoor Academy
Subject / Curriculum link: Science	Year group / Age of children: Year 6 / 10-11 years old
Key Words	Safety, fire, fire triangle, fuel, heat, oxygen, kindling, tinder, wood
Resources	A range of sticks of various sizes, lighter, bucket of water. Optional resources include paper, dry grass, cotton wool pads, marshmallows, chocolate biscuits, kebab skewers
Learning objective / outcome	<ul style="list-style-type: none"> To be able to recall the fire triangle Have a greater awareness of fire safety and its associated dangers
Description of activity	<p>Children form a circle round the fire area. Discuss the three components needed for lighting a fire: fuel, heat and oxygen. Where do we get our oxygen from? What sources of heat could we use? What does it mean by 'fuel'?</p> <p>Clear the chosen area of loose debris and ensure there are no overhanging branches or trees above you. Show the waffle method and the teepee method of laying a fire. Discuss advantages and disadvantages of both.</p> <p>Form the waffle/teepee fire structure and use dry grass or a fluffed-up cotton wool pad as tinder. Use either a lighter or a magnesium striker to start the fire. Constantly discuss with the class what you are doing. Explain the process of tinder to kindling to fuel, the need for oxygen etc.</p> <p>Go through the safety elements: always down on one knee when at the fire, never more than four people close to the fire at one time, exit and entry points, the need for a bucket of water etc. Children can either go and light their own fires or contribute to a larger class fire. Share and roast marshmallows and hand out some chocolate digestives for the children to make smores with.</p> <p>When finished, let the fire die out naturally and then slowly extinguish using the bucket of water.</p>
Reflection	Go out a few weeks before and gather the sticks. Let them dry in the classroom before trying to light. Helps to use really effective tinder to start your fire. Nothing worse than struggling to get the fire going in front of a whole class!

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Solids, liquids and gases	School: Kingsmoor Academy
Subject / Curriculum link: Outdoor learning with a link to science	Year group / Age of children: 8 and 9 year olds
Key Words	States of matter, particles, liquids, solids, gases, heating, cooling
Resources	Ice cubes, glass of water, kettle
Learning objective / outcome	<ul style="list-style-type: none"> • To recognise the three states of matter • To recognise the properties of liquids, solids and gases
Description of activity	<p>The lesson starts in the classroom looking at water in its three states. Ice which melts to water which heats to steam. Discuss the properties of each. How is a solid different to a liquid? How is a liquid different to a gas? Look at the formation of the particles and note how they are arranged differently in a liquid, a solid and a gas.</p> <p>Take the children outside and explain that they are now particles. When I say 'liquid, solid or gas' the children are to move accordingly. When I say solid, the children are to get tight together, they may even link arms. In a liquid, the children are still fairly close to each other but they are starting to move more freely and when they are a gas children are to run around the whole area using all available space.</p> <p>Once children can change from a solid to a liquid to a gas easily, start to use scientific concepts such as, 'you are a liquid and I am now freezing you.' Or 'you are a solid and now I am heating you.'</p> <p>Bring the children together at the end to share what they have learnt.</p>
Reflection	Children benefitted from the outdoor space as they were free to travel further. Use the lines of the playground or cones to create 'containers' for the children / particles to form in.

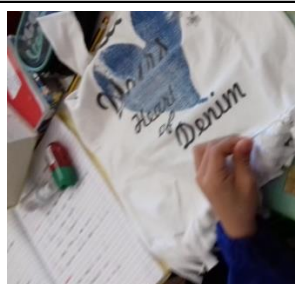
Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of the activity: Creative recycling. Eye on the label!		School: I.C. “Caruano” Vittoria Scuola Primaria Classe Terza D	
Subject / Curriculum link: Outdoor Learning with links to Science and Literacy		Year group / Age of children: 9 years old	
Key Words	Teamwork, cooperation, group spirit and sense of responsibility, communication, Waste materials, labels, recycle, what can we do with an old t-shirt? Have you got any ideas for these plastic caps? How can you say that in English?		
Resources	Equipment: camera, sheets and pencils, rules, crayons, glue, cardboard, old t-shirts, corks, plastic boxes, light wire, Interactive Whiteboard, multimedia, photocopies, waste materials, sticky labels.		
Learning objectives	<ul style="list-style-type: none">To make the pupils aware of the importance of a balanced use of natural resources and avoid frequent waste disposal.		
Outcomes	<ul style="list-style-type: none">To reflect on creative recycling.To learn how to read the labels in a critical way for a responsible and safe purchase of products.To understand words and sentences supported by images.		
Description of activity	<p>The purpose of these activities is to understand in a practical way the definitions of recycling and a wise use of products in order to respect the Environment.</p> <p>1. The pupils brought some disused material to School.</p> <p>2. They created new objects such as pot stands, ring boxes and shopping from this old material.</p> <p>3. Trip to a supermarket to read the labels on consumer goods: expiry date, ingredients, place of production, bar-code in order to know in which country these products are made.</p> <p>4. Observation of other products at home to consolidate what they had learnt at the supermarket.</p> <p>5. Explanation of findings during a Science Lab organized for visitors.</p> <p>In the first part, the pupils brought to school some disused material to be used to make new objects: pot stand made with corks, ring boxes made with small plastic caps and shopping bags with old t-shirts.</p> <p>Later, the Science teacher took the students to a supermarket and taught them how to read the labels on consumer goods: expiry date, ingredients, place of production, bar-code in order to know in which country these products are made. At home, the students did the same activity on other products. For the following lesson they explained their findings.</p> <p>Finally, the pupils organized a “Science Lab” where they showed all visitors what they had discovered and produced.</p>		
Reflection	This activity develops new language skills and learning a specific vocabulary, also providing new motivation to learn simple words and sentences in a foreign language in a simple way.		

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: Stick skeletons	School: Kingsmoor Academy
Subject / Curriculum link: Outdoor learning with links to art and science	Year group / Age of children: 7 and 8 year olds
Key Words	Skeleton, protection, stability, bones, specific names of bones depending on the age group – spine, ribs, skull etc.
Resources	Paper, glue, resources from outside such as leaves and sticks
Learning objective / outcome	<ul style="list-style-type: none"> • To create a stick skeleton based on a human • To name some bones in the human body
Description of activity	This activity can have a science focus or an arts and crafts focus. When teaching about the human body, we could start by discussing what we need a skeleton for and ask the class to locate or name different bones of the body. Once you have taught about the human skeleton children can go outside to try to find sticks and leaves ready to bring back to class. Once back in the classroom, children to recreate the human skeleton out of sticks. Some children could label these bones as well.
Reflection	When we did this task we focused more on the art side of things but on reflection I think this would suit a science lesson a little more. If it was a science focus it would be nice to get the children to make notes and annotate around their skeleton. They could state why we have a skeleton and they could label any of the names for the bones if they remember them.

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: BEES AND HONEY		School: I.C. “Caruano”, Vittoria
Subject / Curriculum link: Outdoor Learning with a link to Science		Year group / Age of children: 7 Years old
Key Words	Independence, teamwork, cooperation, risk taking, communication, fun hive, bee, honey, flower, tree, honeycomb, wax, animals, Imperative verb; first, second, next, then, finally What can you see? What is it? It is...	
Resources	camera, sheets and pencils, crayons, poster, pc, web sites, photocopies, LIM, multimedia, material easy to consume, outside expert, visit to the farm Interview to the farmer	
Learning objective / outcome	<ul style="list-style-type: none">• To understand words, sentences and questions in English• To understand simple instructions in English• To understand words and sentences supported by images	
Description of activity	The purpose of this educational path is to bring the children to the world of bees and the production of honey. Through this valuable bug example and with the support of images, videos and outdoor activities, this educational path has the pedagogic objective to contribute to an early development of the group spirit and the sense of responsibility towards the environment. The children played the roles of different bees so they understood the different roles we all have to play in the bee world and in our own.	
Reflection	Taking the children out of the classroom made the activity far more fun and meaningful, I think it will help them to remember more about the life of bees.	

Photos



BACK TO NATURE, FURTHER INTO THE FUTURE

Title of activity: The landforms		School: Scoala Gimnaziala <i>Decebal</i> Cricau
Subject / Curriculum link: Outdoor Learning with links to Science		Year group / Age of children: 8-9 years old
Key Words	nature, communication, landforms, science	
Resources	riddles about landforms, drawing papers, pencils	
Learning objective / outcome	<ul style="list-style-type: none">• To strengthen the knowledge already learned regarding the landforms: the plain, the hill and the mountain;• To read the riddles and answer correctly;• To draw landforms.	
Description of activity	Students are divided in three teams. Each team chooses a deputy which will extract a note containing a riddle about the landforms (plain, hill, mountain). The deputy has to answer correctly to the riddle. If he/she doesn't know the answer, the entire team can help him/her. After the riddle contest, the teacher with the students present the characteristics of the landforms by free talks. At the end of the activity, each team will color a drawing representing the landform they extracted on the riddle note. The activity takes place into the school yard.	
Reflection	The activity seems like a game to the students. They gain confidence in expressing their opinions. Students answers offer a quick feedback to the teacher about the knowledge taught.	

Photos

