

Malvern Primary School– Outdoor Curriculum



Aspect	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Growth	To understand that all living things grow and identify living and non-living things in the local environment. To plant beans and observe growth over time.	To investigate the best environment for plant growth outside, investigating the impact that soil type, sunlight/rainfall exposure and other factors have on growth and make predictions about why this might happen.	To investigate different types of seeds and how consider how these might be planted. To make predictions about how different seeds might grow and observe over time that changes that occur.	To use what they have learnt about planting seeds in previous years to contribute to planting a pollination garden, making sensible predictions about where seeds will grow best.	To experiment with germinating herb seeds and consider environmental factors required for germination. To choose appropriate locations to grow a pizza herb garden and observe growth over time, assessing how the environment has impacted on growth.	To consider how we might be able to grow root vegetables and understand that these grow in a different way to other plants. To look at other growth that doesn't fit the patterns observed previously including brambles, ivy, strawberries and spider plants.
Weather and Seasons	To know the four seasons of the year and observe signs of changing of the seasons. To understand how to stay safe in different weather conditions including keeping warm and dry in winter and staying hydrated and wearing sun protection in summer. To identify different weather conditions and appropriate clothing for	To be able to identify different cloud formations cirrus, cumulous, stratus, cumulonimbus and to understand that the clouds can indicate weather patterns.	To learn how scientists predict the weather. To investigate the weather using weather station technology such as rain gauge, weather vane etc.	To investigate seasonal celebrations from different cultures and how the changing of the seasons and weather influences these celebrations including Halloween, Day of the dead, Mardi gras, Christmas, Easter, May Day, World tree day.	To investigate how weather predictions are used. To use identify features of a weather forecast and use observations to make predictions and create weather forecasts.	Make observations throughout the seasons. Create Nature Journals documenting the changes in the seasons visible in our environment. Use weather stations to record and chart the weather.
Animals	Identify British birds, mammals, mini-beasts: Crow, Magpie & pigeon Mouse, hedgehog, fox Ladybird, snail, worm To learn that some animals hibernate during the winter. Create hedgehog homes.	Identify British birds, mammals, mini-beasts: Robin, blackbird, seagull Rabbit, squirrel, badger Beetle, spider, woodlouse To learn how some animals are nocturnal, diurnal or crepuscular.	Identify British birds, mammals, mini-beasts: Blue tit, sparrow, buzzard Red deer, hare, weasel Butterfly: large white, bumble bee, wasp To learn about food chains of British animals in our environment.	Identify British birds, mammals, reptile mini-beasts: Goldfinch, woodpecker, starling Otter, adder, frog & toad Honey bee, Burnet moth, Butterfly Red admiral To investigate how different animal types have different features and be able to classify them as birds, mammals, reptiles, amphibians.	Identify British birds, mammals, mini-beasts: Chaffinch, heron, wood pigeon Red squirrel, newt, mole Solitary bee, Peacock butterfly, earwig To understand that some animals are endangered. To investigate the habitats of local animals.	Identify British birds, mammals, mini-beasts: Pied wagtail, barn owl, kingfisher Roe deer, bat, dormouse Orange tip butterfly, ant, dragonfly To Learn about migration of British animals.

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Fieldwork, Orientation and Mapping	To locate the united Kingdom and its countries using a world map, atlas and globes. To use a range of maps to identify the worlds continents and oceans. To use simple compass directions (North, South, East and West) long with locational/directional language such as near, far, left and right. To recognise landmarks using aerial photographs. To devise a simple map. To use observational skills to explore the school and its grounds.	To begin locating countries on a range of maps (world map, atlas and globe). To use compass directions to describe location of features and routes on a map. To devise a map using basic symbols in a key. To recognise basic human and physical features using aerial photographs and plan perspectives. To explore the surrounding environment of our school, observing key human and physical features.	To use maps, atlases, globes and digital mapping to locate counties across the world. To develop an understanding of eight points of a compass. To sketch a map of the local area after observation, locating human and physical features.	To describe features of countries studied using digital mapping and atlases and make comparisons to United Kingdom. To use understanding of eight points of a compass to give directions across a map.	To use 4 figure grid references to locate symbols on a map, showing an understanding to meaning of map symbols. To build up knowledge of the United Kingdom using symbols and an OS key. To use graphs to present information recorded relating to physical/human features of the local area.	To use 6 figure grid references to locate symbols on a map and give directions from one area to another. To apply understanding of symbols and OS keys to develop knowledge of the wider world in comparison with the United Kingdom. To use digital technologies to observe, measure and record physical features of the local area.
Recycling, Conservation & the Environment	To know where paper comes from and understand that is should be conserved. To lead a recycling project in school to recycle paper in collaboration with Environmental Offices.	To begin to understand that most food waste is biodegradable. To understand that some food waste can be composted (including fruit from snack) and lead a recycling project in school to collect compostable waste in collaboration with Environmental Officers.	To know that plastic pollutes the environment and take positive action to improve our local environment by litter picking. To identify waste that is recyclable and non– recyclable and lead a plastic recycling project in school in collaboration with Environmental Officers.	To know that clothing can be reused and investigate the different ways to prevent items going into landfill. To lead a clothing recycling project in school in collaboration with Environmental Officers.	To investigate innovative ways that items can be reused to reduce waste and to lead an enterprise project in school or the local community.	To use pre-existing knowledge to apply for the position of 'Environmental Officer' and communicate their understanding via a written application and a verbal presentation. To demonstrate a clear understanding of the importance of reducing waste, reusing and recycling.
Trees and Plants	Know that some trees lose their leaves in the winter and these are deciduous while others are evergreen. If possible, identify seeds from these trees. To identify and describe oak, holly and pine trees. To identify and name wild flowers that grow in our local environment. Including daisies and dandelions.	To compare and contrast the differences between the leaves of evergreen and deciduous trees. To identify oak, holly, pine and silver birch trees. If possible, identify seeds from these trees. To name and identify wild flowers that grow in our local environment including poppies, clover and vetch. To understand the difference between a wild and cultivated plant.	To compare and contrast the structure of plants and trees looking closely at roots, stem, trunk/ branches, leaves and flowers. To identify oak, holly, pine, silver birch, horse chestnut and field maple trees. If possible, identify seeds from these trees. To name and identify wild flowers that grow in our local environment including wild geraniums, birds foot trefoil and violets. To know that some garden plants can't be pollinated by insects.	To investigate how the plants and trees in our local environment disperse their seeds. To identify oak, holly, pine, silver birch, horse chestnut, field maple, willow and rowan trees. If possible, identify seeds from these trees. To name and identify wild flowers that grow in our local environment including ragged robin, bramble and guilder roses. To know the different parts that make up a flower including ovary, stigma, style, stamen (anther and filament) and sepal and identify these in plants that can be found locally.	To identify the parts of plants and trees that are edible and forage for fruits and plants that can be eaten. To taste a variety of herbs that have been grown in our 'pizza garden' .To identify oak, holly, pine, silver birch, horse chestnut, field maple, willow, rowan, beech and hazel trees. To name and identify wild flowers that grow in our local environment including thistle and nettle. To compare and contrast the similarities and differences between wild, cultivated and bedding plants and consider the impact that this has on insect pollination.	To investigate the different uses of plants and trees including natural dyeing, building structures and food sources. To identify oak, holly, pine, silver birch, horse chestnut, field maple, willow, rowan, hazel, beech, dogwood and aspen trees. To name and identify wild flowers that grow in our local environment including ox-eye daisies and bluebell. To investigate the journey of different seeds that can be found in the environment and use pre-existing knowledge to make predictions about the method of dispersal.

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Growth	grow , living and non–living, local environment, plant, beans, observe	Impact, soil type, sunlight/ rainfall exposure, growth factor, prediction, dark/ light,	To investigate different types of seeds and how consider how these might be planted. To make predictions about how different seeds might grow and observe over time that changes that occur.	To use what they have learnt about planting seeds in previous years to contribute to planting a pollination garden, making sensible predictions about where seeds will grow best.	germinating , herb seeds, environmental factors , germination, observe, growth over time, assess	root vegetables, patterns observed,
Weather and Seasons	Autumn, Summer, Winter, Spring, sunrise, sunset , hydrated , protection, cloudy, cool, warm, misty, foggy, cool, bitter, cloudy, hail, lightning, sleet, snow, storm, thunder	cloud formations cirrus, cumulous, stratus, cumulonimbus, climate, drought, forecast	Predict, meteorologist, weather station technology such as rain gauge, weather vane etc.	Seasonal celebrations from different cultures e.g. harvest., Halloween, Day of the dead, Mardi gras, Christmas, Easter, May Day, World tree day.	Forecast, Celsius, Fahrenheit, degrees, cold spell, drought, flurries, humid.	Accumulation of vocabulary throughout year groups.
Animals	birds, mammals, mini-beasts: Crow, Magpie & pigeon Mouse, hedgehog, fox Ladybird, snail, worm hibernation	birds, mammals, mini-beasts: Robin, blackbird, seagull Rabbit, squirrel, badger Beetle, spider, woodlouse nocturnal, diurnal or crepuscular.	birds, mammals, mini-beasts: Blue tit, sparrow, buzzard Red deer, hare, weasel Butterfly: large white, bumble bee, wasp Food chain, dependent, food source, energy, primary, secondary	birds, mammals, reptile mini-beasts: Goldfinch, woodpecker, starling Otter, adder, frog & toad Honey bee, Burnet moth, Butterfly Red admiral features—beak, bill, wings, claws, fur, paws etc. Classification—birds, mammals, reptiles, amphibians.	birds, mammals, mini-beasts: Chaffinch, heron, wood pigeon Red squirrel, newt, mole Solitary bee, Peacock butterfly, earwig Endangered, species,	birds, mammals, mini-beasts: Pied wagtail, barn owl, kingfisher Roe deer, bat, dormouse Orange tip butterfly, ant, dragonfly migration

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Fieldwork, Orientation and Mapping	United Kingdom , country, world map, atlas, globe, continent (and names), ocean (and names), compass, North, South, East, West, near, far, left, right, landmark, aerial, observe, grounds., island	Locate, world map, birds eye view, atlas, globe, global, compass, features, route, symbol, key, aerial photograph, perspective, human and physical feature—park, land, beach, river, wooded area, mountains, cliff, building, bridge, factory , road, landmark	Digital mapping, north-east, north-west, south-east, south-west, human and physical features—park, land, beach, river, wooded area, mountains, cliff, building, bridge, factory , road	digital mapping, atlases, comparisons, United Kingdom, north-east, north-west, south-east, south-west	4 figure grid references, co-ordinates, OS key, bar chart, line graph, map symbols—park, campsite, telephone, picnic area, forest, roads etdc, GPS, scale, symbols	6 figure grid references , OS keys, wider world, digital technologies, observe, measure and record, physical features
Recycling, Conservation & the Environment	conserved., recycle, environment, Environmental Offices, recycling centre	Food waste, biodegradable, composted, compostable waste, Environmental Officers.	plastic pollution, recyclable and non– recyclable	Reused, prevent, landfill, collaboration, Environmental Officers.	innovative , reused, reduce, waste, enterprise project.	Environmental Officer, reducing waste, reusing and recycling.
Trees and Plants	deciduous , evergreen., flower, plant, structure, roots, stem, trunk, seeds oak, holly, pine trees. wild flowers , daisies and dandelions, bark, blossom, leaves,	Evergreen, deciduous trees, oak, holly, pine, silver birch trees., wild flowers, poppies, clover, vetch, cultivated plant, bulb, earth, seedling, shoot, seed, soil	Structure, roots, stem, trunk/branches, leaves, flowers, oak, holly, pine, silver birch, horse chestnut, field maple trees. wild flowers wild geraniums, birds foot trefoil, violets., garden plants, pollination, insects, life cycle, nutrients,	Seed dispersal, oak, holly, pine, silver birch, horse chestnut, field maple, willow, rowan trees., wild flowers , ragged robin, bramble, guilder roses., ovary, stigma, style, stamen (anther and filament) and sepal .	Edible, forage, herbs , oak, holly, pine, silver birch, horse chestnut, field maple, willow, rowan, beech, hazel trees., wild flowers, thistle, nettle., wild, cultivated and bedding plants , insect pollination.	natural dyeing, structures and food sources., oak, holly, pine, silver birch, horse chestnut, field maple, willow, rowan, hazel, beech, dogwood, aspen trees, wild flowers, ox-eye daisies, bluebell., seed dispersal.