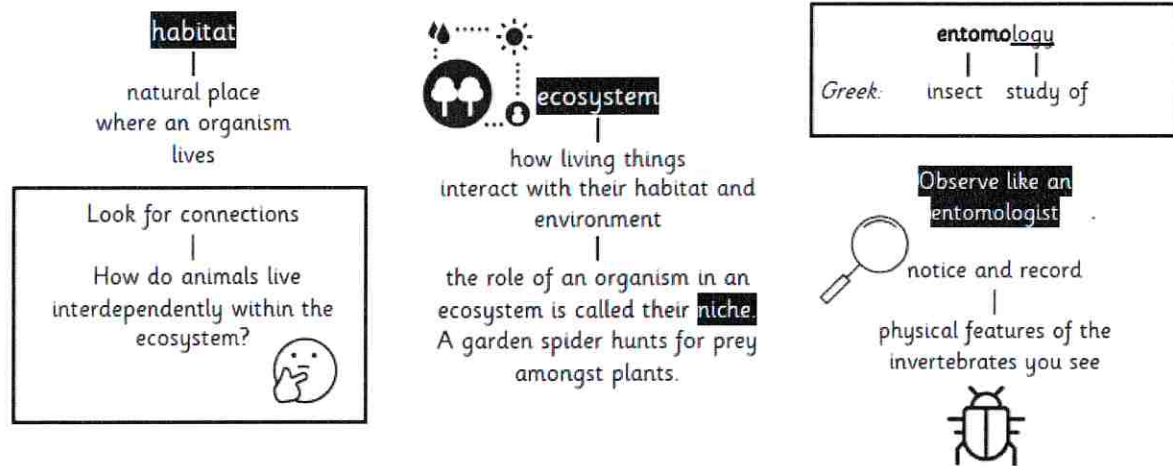




Outdoor Learning Request Form

Class	Otters - Year 6
Focus	Science - living things and their habitats.
Links to NC objectives / EYFS Framework	<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics
Preferred dates	WB: 17th October 2022
Prior learning <i>Do you need expertise? What has taken place? What will take place?</i>	<p>The children will have been taught:</p> <ul style="list-style-type: none"> The characteristics of vertebrate (mammals, birds, fish, reptiles and amphibians). The characteristics of invertebrate (insects, arachnids, molluscs, crustaceans, annelida, sponges, jellyfish, flatworms and myriapods). Arthropods include: insects, crustaceans, arachnids and myriapods.
During the visit <i>What would you like the children to learn? What will be their focus? Do you need expertise to support the learning?</i>	<p>Overall objective: What animals can I classify? What animals and plants live in my local environment?</p> <p>Children will be entomologists!</p> <p>See attached sheet of what I would like the children to complete on the visit.</p>
Post learning <i>What will be the outcome of your visit? What work will be conducted?</i>	<p>The children will be consolidating their learning of living things and their habitats - no post learning required.</p>

A local habitat study: observe like an entomologist



Living thing	Characteristics	Vertebrate or Invertebrate?	Class



Outdoor Learning Request Form

Class	Hedgehogs
Focus	Farm visiting - looking at mammals, birds and, possibly, other animals from the animal groups (mammals, birds, reptiles, amphibians and fish). Children to be introduced to herbivores and carnivores.
Links to NC objectives / EYFS Framework	Year 1 Science - Animals, including Humans Animal groupings - mammals, birds, reptiles, amphibians and fish
Preferred dates	Autumn Term
Prior learning <i>Do you need expertise? What has taken place? What will take place?</i>	Year 1 have been learning about the different animal types. They have learnt about the different animal groups - mammals, birds, reptiles, amphibians and fish. The children have discussed the meaning of endangered animals.
Post learning <i>What will be the outcome of your visit? What work will be conducted?</i>	The children will be studying similarities and differences between animals within animal groups. Children will be learning about herbivores and carnivores and will be able to identify herbivores and carnivores seen on the farm.



Outdoor Learning Request Form

Class	Foxes
Focus	Forest School Visit (with a focus on cooking outdoors)
Links to NC objectives / EYFS Framework	DT (cooking outdoors) History - Anglo-Saxons PSHE/ THRIVE mental health and well-being, building connections with nature.
Preferred dates	Before Christmas (whenever tractor and trailer are available)
Prior learning <i>Do you need expertise? What has taken place? What will take place?</i>	We will each take a vegetable to prepare and then to cook on an open fire and will then enjoy a communal meal, Anglo-Saxon style
Post learning <i>What will be the outcome of your visit? What work will be conducted?</i>	DT evaluation of cooking.



Outdoor Learning Request Form

Class	Moles/ Badgers (Year 2- 24 children)
Focus	Topic - Science - Animals including Humans- Looking at life cycles of animals
Links to NC objectives / EYFS Framework	<p>To notice that animals have offspring which grow into adults. The children will consider the visual changes that occur as an animal grows. To find out about and describe the basic needs of animals (and their young) for survival.</p> <p>This would be a first hand introduction to the processes of reproduction (the concept of reproduction, not the specifics) and growth in animals. The focus at this stage would be to support pupils to recognise animals in their offspring phase, look at the growth and development of young animals, ask questions about the care of animals and their young, as well as the opportunity to make first-hand observations.</p>
Preferred dates	28th April/ wb 2nd May
Prior learning <i>Do you need expertise? What has taken place? What will take place?</i>	<p>We will need expertise if possible please, so that the children can work scientifically through asking questions and observing. It would help the children's learning if they could see some of the processes involved in preparing for the arrival of and caring for young animals. It would be helpful</p>

	<p>to know how long the baby animal grows inside the adult, the process of birth, the care needed from the adult animal and from humans, the next stages of development for that animal, and the equipment/ resources needed to care for them.</p> <p>The year group will be beginning their new topic, but will already have had some learning from Year 1 to build on. However, they may have had limited first hand experiences of seeing the offspring of animals such as pigs and cows etc.</p>
<p>Post learning <i>What will be the outcome of your visit? What work will be conducted?</i></p>	<p>We will be recording the life cycles of animals. Following this we will then be using this experience and knowledge to compare and contrast the development and care of humans.</p>