



Curriculum Outdoors



Plan created by UWS student Gillian Hargrave.

Curriculum Area	<i>Science</i>		Level	<i>First</i>
1	Pre-Assessment	<i>Discussion</i>	<i>Can you name the 5 senses?</i>	
2	Risk Assessment	<i>Mind map</i>	<i>Whole class produce mind map of risks</i>	
3	Journey time	<i>Spot trees</i>	<i>Use sense of sight to count number of trees</i>	
4	Class management	<i>Discussion</i>	<i>Walking in pairs, explain behaviour expectations, set boundaries</i>	
5	Lesson	<i>See below</i>		
6	Assessment	<i>Floor book</i>	<i>Records findings, learning achieved and photos</i>	

<p><u>E&O:</u> I have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b</p> <p><u>Learning Outcomes:</u> <i>Explore the function of each sense organ</i> <i>Identify limitations to our senses</i></p>	<p><u>Resources Needed</u> <i>Clipboards</i> <i>Recording worksheet (table with area for each sense)</i> <i>Pens</i> <i>Digital camera</i> <i>Magnifying glasses</i> <i>Sunglasses</i> <i>Mini Microphones</i></p>
<p><u>Activity</u> <i>Walk through local wooded area.</i> <i>Stop at regular intervals and encourage children to look, smell, listen and touch.</i> <i>Discuss with their partner and record in their table what they can hear, see, smell, feel and taste (either write word or draw picture).</i> <i>See how senses are affected by: magnifying glasses; sunglasses; microphones; hats/earmuffs or hands over ears; moving closer to or away from something; background noise/no background noise or wearing gloves.</i></p>	<p><u>Assessment</u> <i>Photos taken during walk</i> <i>Children's completed worksheets</i> <i>Teacher's notes of children's comments</i> <i>Floor book – get children to draw or write something that they recorded (which sense did they use?), get feedback from the children about what they learned and write in floor book and include photos taken from the walk too</i></p>