



Lawhead Primary School

Learning Overview



Term 3: January - April 2026

Class: P7

Topic/Cross Cutting Theme:

Primary 7 will explore how change, industry, and movement of people have shaped Scotland and the wider world, from the past to the present day. We will look and discuss the following areas:

1. Exploring the Highland Clearances

Will begin by studying the Highland Clearances, developing an understanding of why people were forced to leave their homes and how this impacted families, communities, and Scottish society. We will explore:

- The causes of the Highland Clearances
- What life was like for people in the Highlands before and after the Clearances
- The effects of displacement, including migration within Scotland and overseas
- How the Clearances are remembered today.

2. Dundee Mills and the Industrial Revolution

Building on this understanding of movement and change, we will then explore the Dundee mills and their role in the Industrial Revolution. This will include:

- Why Dundee became a centre for the jute industry
- Working conditions in the mills, including the role of women and children
- How industrialisation changed jobs, cities, and daily life
- Links between rural displacement and the growth of industrial towns

We will make connections between the Highland Clearances and industrial growth, understanding how historical events are linked and how change can bring both opportunities and challenges

3. Inventors and Immigrants in Today's Society

Then we will move into the modern day, exploring how inventors and immigrants contribute to today's society. Primary 7 will investigate:

- Key inventors from the past and present and the problems they aimed to solve
- How immigration has shaped communities, culture, skills, and industries
- The challenges and successes faced by immigrants today
- How innovation helps improve quality of life

4. Designing a Useful Invention

We will then apply our knowledge by designing a useful invention that solves a real-world problem. They will:



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- Identify a problem faced by people today
- Research existing solutions and inventors
- Design an invention that is practical and purposeful
- Explain how their invention could improve lives

Metaskills Focus, Opportunities For STEM, Developing the Young Workforce and STEM:

- Our meta-skill focus for this week/fortnight is social intelligence. Children will be encouraged to demonstrate this in school and will earn house points for showing positive behaviours.
- We will be using self-evaluation tools to help us reflect on our learning and set personal goals.
- We will also be using 'My World of Work' to record achievements and to set goals linked to our meta-skills.
- We would be delighted to welcome any parents or carers who work in engineering and would be willing to come in and talk to us. If this is something you could support, please contact the school office to discuss and arrange a visit.

Literacy: Writing

We will explore a range of poetry styles and features, with a particular focus on Burns poetry, helping us understand Scotland's literary heritage as well as develop our own creative writing skills.

Our learning will include exploring:

- Verses - understanding how poems are structured and how ideas and emotions are organised.
- Calligrams - creating poems where the words are arranged to form an image linked to the poem's meaning
- Kennings - experimenting with imaginative descriptive phrases, often used to convey strong imagery and character
- Limericks - exploring rhythm, rhyme, and humour through a traditional poetic form.

Through reading, writing, exploring, and performing Burns poems, we will focus on expression, rhythm, voice, and meaning, helping us to bring poetry to life. Drama and performance techniques will support our understanding of tone, mood, and character within Burns' work.

Literacy: Reading

This term in Primary 7, we are developing our reading skills through rich and engaging texts. Our main class novel is 'Wonka' by Sibeal Pounder, supported by the study of Robert Burns poems, along with a range of fiction, non-fiction and poetry used for comprehension and discussion. Towards the end of the term, we will also begin our high school novel, helping us prepare for the transition to secondary school.

Across all reading, we will develop our understanding and comprehension by taking part in class discussions, oral questioning and written comprehension activities. We will answer a range of literal, inferential, and evaluative questions, retell key events, and identify main ideas, using evidence from the text to support our thinking.

Through *Wonka*, we explore characters, settings, and themes, discussing character traits, motivations, and how characters change over time. We shall also practice making predictions and inferences, explaining how we know using clues from the text.

Our study of Robert Burns poetry will help us explore Scots language, rhyme and rhythm, while encouraging us to share opinions and personal responses to poetry.



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Exposition: Reports and Persuasive Letters

Alongside poetry, we will develop our expository writing skills through the creation of reports and persuasive letters.

We will learn how to:

- Organise writing clearly using introductions, key points, and conclusions
- Present information logically and accurately in reports
- Use persuasive language, reasons, and evidence in letters, considering audience and purpose
- Link opinion writing to topics explored in class, including Scottish contexts and issues.

This work will help us express ideas confidently, support opinions with evidence, and develop strong communication skills in preparation for secondary school.

As we begin our high school novel, we will further develop key reading skills needed at secondary school. These include reading longer and more challenging texts, tracking plot and character development across chapters, identifying themes and viewpoints, and contributing thoughtfully to discussion. We will also practice responding to texts in more detail, justifying our ideas clearly using evidence.

Across all reading activities, we will be encouraged to express preferences, compare texts and read for enjoyment, with regular opportunities for independent and shared reading.

We will be able to access the school library during the week to select reading books of our choice, which we enjoy during Free Read Friday, helping us build independence and a love of reading.

Literacy: Writing - Tools for Writing

Spelling/Phonics:

As part of our literacy learning, we will be exploring Scottish slang and Scots words as part of our spelling work. This links to our learning about Scottish culture and helps us develop vocabulary and understanding of language used in different contexts.

Spelling is individualised to support each learner's needs. Personalised spelling patterns and words will be sent home weekly, along with guidance to help support practice at home.

Handwriting:

- We will explore how layout and presentation affect the impact of our work, learning how to combine lettering, graphics, and other design features to engage the reader effectively.
- We will also revise anticlockwise letter joins, including: *ac, ad, ag, ca, da, ha, oa, od, og, oo, fa, fo, va, wa, ws, ea, and ed*, to support fluent and consistent handwriting.

Literacy: Listening and Talking

As part of our learning about Robert Burns, we will be learning and presenting some of his poems. This will help us build confidence in speaking in front of others and develop our listening and talking skills.

We will listen to Burns poems being read aloud, talk about what they mean, and practise using expression when reciting them. We will be able to speak clearly, use an appropriate voice, and show confidence when performing, either on their own or in a small group.

We will also practise being a good audience by listening carefully and showing respect when others are speaking.



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Grammar:

We will develop our writing skills across a range of genres, including poetry, reports, and persuasive letters.

Throughout our learning, we will focus on:

- Writing most sentences accurately, using correct grammar and punctuation
- Using a variety of sentence lengths and sentence types, with varied sentence openings to engage the reader
- Linking ideas clearly using a wide range of conjunctions
- Organising our writing into well-structured paragraphs to separate and develop ideas
- Writing in a fluent, neat, and legible handwriting style

We will apply these skills when creating different types of writing, including Burns poetry, calligrams, kennings, limericks, reports, and persuasive letters. We will also consider layout and presentation, combining writing with graphics and design features where appropriate.

Punctuation:

- We will explore and use a wide range of punctuation, including capital letters, full stops, commas, speech marks (inverted commas), question marks, exclamation marks, and apostrophes.
- We will develop the ability to punctuate accurately and consistently across all pieces of writing.
- We will explore which punctuation features are needed for each genre we are studying this year, including Burns poetry, other poetry forms, reports, and persuasive letters.
- We will practise these punctuation features regularly so that they become non-negotiable expectations in our writing in all subjects.

Modern Languages: French

This term, our French learning will focus on sharing opinions.

British Sign Language

We will be learning how to communicate in BSL (British Sign Language), with a focus on signing family members and items of clothing. This will help us develop



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In **writing**, we will practise writing for different purposes and audiences. We will work on improving their punctuation, spelling, and use of accents to help them write more accurately and confidently in French.

In **reading**, we will explore a range of age-appropriate texts, such as photographs, maps, artwork, and short written passages. We will develop their understanding by identifying key information, answering questions, and discussing what they have learned. Primary 7 will also learn about cultural similarities and differences between Scotland and French speaking countries.

In **listening and talking**, we will build confidence in speaking French. We will practise answering questions about themselves, sharing likes and dislikes, and speaking in longer sentences using simple linking words such as *and*, *but*, and *because*.

We are also hoping to work in partnership with a school in France, giving pupils a valuable opportunity to develop their French skills and learn more about life in another country.

In addition, we will be working with our P4/5 partners to explore weather and clothing. Together, children will use digital technology to create a simple French weather report.

awareness of different ways people communicate and build inclusive communication skills.

How you can help at home

You can support our learning by:

- Practising the signs together for family members (e.g. mum, dad, brother, sister) and items of clothing during everyday routines.
- Encouraging us to use BSL signs when talking about our day or when choosing clothes.
- Watching short BSL videos or songs together to become familiar with the signs.
- Using praise and positive encouragement when we attempt to sign, even if it is not perfect.

Your involvement at home helps reinforce learning and supports us in building confidence using BSL as an alternative way to communicate.

Numeracy: Mental Math's

After being assessed, these are the areas we will develop our skills in mental maths this term. All learning will focus on building speed, accuracy and confidence without relying on written methods.

- We will be exploring how to mentally multiply and divide decimals by 10 and 100, helping us understand how numbers change when the decimal point moves.

Number, Money and Measure

This term, pupils will be developing and strengthening key mathematical skills that support problem solving, reasoning, and real-life applications, while also preparing them for the move to secondary school.

Time

We will deepen their understanding of time and how it is used in everyday situations. This will include:

- Converting between 12-hour and 24-hour clocks
- Calculating durations and elapsed time
- Solving problems involving timetables and schedules



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- We will practise converting between 12hour and 24hour time and applying this knowledge in everyday situations.
- We will use decimals to mentally find halves of whole numbers, and practise finding 10%, 25% and 50% of quantities, linking this to real-life contexts such as money and measures.
- We will also practise mentally multiplying and dividing 2 and 3digit numbers by a single digit, developing fluency, accuracy and confidence.
- How you can help us at home

You can support our mental maths learning by:

- Asking quick mental maths questions during everyday activities, such as shopping, cooking or travelling.
- Practising telling the time using both 12-hour and 24-hour clocks.
- Talking about percentages when shopping (e.g. spotting 50% off or working out half or a quarter of an amount).
- Encouraging us to explain how we worked out an answer.

You can also visit our school website to view the mental maths progression, which shows how skills are developed across stages and how you can support learning at home.

- Using time, distance, and speed calculations to solve real-life problems

These skills help us apply maths confidently to situations such as travel planning and daily routines.

Patterns and Relationships

We will explore number patterns and relationships, identifying how numbers and shapes are connected. They will:

- Recognise and continue patterns
- Describe rules using mathematical language
- Make predictions based on patterns.

This helps develop logical thinking and provides an important foundation for algebra.

Expressions and Equations

We will begin to work more formally with expressions and equations. We will:

- Use letters or symbols to represent unknown values
- Solve simple equations using a range of strategies
- Check solutions for accuracy.

This supports mathematical reasoning and prepares us for algebra work in secondary school.

Measurement (Conversions)

We will practise converting between common units of measurement, including:

- Length (mm, cm, m, km)
- Weight (g, kg)
- Capacity (ml, l)

We will apply these skills to real-life problems and develop confidence in choosing appropriate units and conversion methods.

Money



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	<p>We will work with a range of money related problems, helping them develop financial awareness. Learning will include:</p> <ul style="list-style-type: none">• Solving word problems involving purchasing and budgeting• Understanding the use of credit and debit cards• Comparing prices and making sensible financial decisions <p><u>Fractions</u></p> <p>We will continue to build on their understanding of fractions, focusing on:</p> <ul style="list-style-type: none">• Adding and subtracting fractions• Finding common denominators using the lowest common multiple (LCM)• Explaining their thinking and methods
Shape, Position and Movement	Information Handling
<p>This term we will be focusing on:</p> <p><u>Angles</u></p> <p>We will continue developing our understanding of angles, including:</p> <ul style="list-style-type: none">• Identifying and naming different types of angles (acute, right, obtuse, straight, and reflex)• Measuring and drawing angles accurately using a protractor• Calculating missing angles on straight lines and around a point <p><u>Transformations</u></p> <p>We will explore geometric transformations and how shapes can change position while keeping the same size and shape. We will learn about:</p> <ul style="list-style-type: none">• Translations (sliding shapes)• Reflections (flipping shapes)• Rotations (turning shapes)	<p>This term will focus on:</p> <p><u>Spreadsheets</u></p> <p>As part of numeracy and digital learning, we will use spreadsheets to organise, analyse, and present information. This will include:</p> <ul style="list-style-type: none">• Entering and organising data into tables• Using simple formulas to add, subtract, or calculate totals• Creating charts or graphs to display information clearly <p><u>Databases</u></p> <p>We will also work with databases to explore how information can be stored, searched, and organised. We will learn to:</p> <ul style="list-style-type: none">• Enter information using data fields• Sort and search for specific information• Use filters to answer questions and identify patterns



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We will describe transformations using correct mathematical language and identify patterns and relationships within shapes.

Health and Wellbeing:

Physical Education, Physical Activity and Sport:

This term, our PE lessons will focus on developing physical skills, coordination, teamwork, and body awareness, while also encouraging children to build confidence and enjoyment in physical activity.

Central Net - Volleyball

We will be learning the basic skills needed to play volleyball and central-net games, including:

- Passing and hitting the ball with control
- Serving and returning the ball across a net
- Applying simple rules and tactics in game situations
- Working as part of a team and communicating effectively

These activities help us develop hand eye coordination, cooperation, and fair play.

Gymnastics

In gymnastics, we will focus on:

- Developing balance, strength, and flexibility
- Performing rolls, jumps, turns, and simple sequences
- Creating and performing routines safely using floor and apparatus work

Pupils will be encouraged to evaluate their own and others' performances, helping to build confidence and body control.

Rhythm and Timing

Through a variety of movement activities, we will work on rhythm and timing by:

- Moving in time to music or a beat
- Coordinating movements smoothly and accurately
- Developing awareness of pace and control

Kinaesthetic Awareness

Kinaesthetic awareness involves understanding how our bodies move and respond. Pupils will develop this by:

- Improving posture and body control



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	<ul style="list-style-type: none">• Understanding how different movements feel and affect performance• Making controlled movements in both individual and group activities <p>Developing kinaesthetic awareness helps pupils move confidently and safely in a range of physical activities</p>
Mental and Emotional Wellbeing:	Not a focus this term
Social Wellbeing:	Barnardo's visit: Gives examples of how peers, media, and other pressures can influence decision making.
Physical Wellbeing:	Not a focus this term
Planning for Choices and Changes:	<ul style="list-style-type: none">• Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills, and areas for development. This will help me prepare for the next stage of my life and learning.• We will explain our own ambitions and identify ways to achieve them.• Barnardo's visit: Identifies the impact of risk-taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving license, family.
Food and Health:	<p>Having learned about cleanliness, hygiene, and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.</p> <p>We will;</p> <ul style="list-style-type: none">• Explains the difference between Use by and Best Before dates.• Creates a risk assessment for a practical food session.
Substance Misuse:	<p>We will be visited by Barnardo's on the 21st January 2026 to discuss;</p> <ul style="list-style-type: none">• Give examples of what can happen to the body because of smoking tobacco or drinking alcohol.• Know the recommended alcohol intake advice.• Identify risks associated with the use of substances, for example, overdose, impaired judgement / vision.
Cyber Resilience and Internet Safety:	<ul style="list-style-type: none">• We can explore online communities while demonstrating an understanding of responsible digital behaviour, and we are aware of how to keep ourselves safe and secure online.• We will demonstrate an understanding of what information is appropriate to include in an online profile.• We will also work together to create an iPad user agreement, helping us understand how to use technology responsibly and safely in school.
Other Curricular Areas:	
Social Subjects / Sciences	<p>This term we will be focusing on people, the past, and society. We will;</p> <ul style="list-style-type: none">• Use primary and secondary sources of evidence in an investigation into the past.• Place an event appropriately within a historical timeline.• Describe at least two ways in which past events or the actions of individuals or groups have shaped Scottish society.• Describe and discuss at least three similarities and differences between their own life and life in a past society.



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	<ul style="list-style-type: none">• Contribute two or more points to the discussion (in any form) as to why people and events from the past were important.• Place those people and events on a timeline.• Provide at least two simple explanations as to why a group of people from beyond Scotland settled here.• Describes at least two impacts immigrants have had on life and culture of Scotland.• Provides an account with at least two simple explanations as to how and why society has developed in different ways comparing Scotland to another society in Europe or elsewhere. <p>In science we will develop our skills in topical science and will;</p> <ul style="list-style-type: none">• Demonstrate some understanding of the relevance of science to their future lives and the role of science in an increasing range of careers and occupations.• Demonstrate an increased awareness of creativity and inventiveness in science, the use of technologies in the development of sciences, and the impact of science on society.• Express informed views about scientific and environmental issues based on evidence
Technologies	<p>Digital Literacy: This term we will;</p> <ul style="list-style-type: none">• Selects and uses applications and software to capture, create and modify text, images, sound, and video. (iPads)• Store, share, and collaborates using an online cloud-based service, for example, Glow, Book Creator, or other platforms.• Access websites and use navigation skills to retrieve information for a specific task.• Capturing images and audio (filming and editing group drama presentations-scripted performances with iPads)
	<p>Computing Science: <u>With Miss B.</u></p> <ul style="list-style-type: none">• This term, pupils will build advanced digital skills. They will learn Swift coding using Swift Playgrounds, applying loops, variables, and conditionals to create their own interactive programs.• Pupils will also use GarageBand to learn a Scottish tune and record a creative recital of a Burns poem.• Finally, they will plan, record, and edit a stop-motion animation, combining technical skills with creative storytelling.
	<p>Food and Textiles: This term we will;</p> <ul style="list-style-type: none">• Investigate a challenge / problem.• Identify and demonstrate ways to solve a challenge / problem.• Identify and select appropriate resources to solve a challenge/problem.• Plan and make a solution.• Assesses solution against own criteria.• Identifies at least one possible improvement.
	<p>Technological Developments in Society and Business: This term we will;</p> <ul style="list-style-type: none">• Give examples of how our changing lifestyles have impacted product design.• Research how life is impacted by new, improved products and technologies, e.g. tools, machines, and medicines.• Research the evolution of a product which is important to everyday life.



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	<ul style="list-style-type: none">• Discuss present day and past lifestyle changes in relation to product design, e.g. products to tell the time. <p>Craft, Design, Engineering and Graphics: This term we will;</p> <ul style="list-style-type: none">• Discuss tools and equipment to carry out tasks safely.• Use a range of methods to join and strengthen materials.• Estimate and then measure accurately using appropriate units and tools.• Create a range of ideas and choose a suitable solution.• Evaluate solutions and explains why they are or are not suitable• Sketch geometric shapes to create objects.• Produce sketches to communicate ideas that include patterns and texture.• Draw geometric shapes accurately.• Sketch 2D and 3D drawings of objects.• Describe primary and secondary colours and the moods/feeling associated with each.• Demonstrate planning for a targeted audience when creating a graphic display.
Expressive Arts	<p>Art and Design:</p> <p>Colour</p> <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none">• We will develop our understanding of colour and tone and explore the connections between them. We will discuss how colour can be used to create mood, space, size, and a sense of temperature within artwork.• We will investigate the intensity of colour and reflect on how artists and designers use colour in their work, considering both their choices and techniques. <p><u>Creating</u></p> <ul style="list-style-type: none">• We will practise blending and shading colours using a range of different media. We will create colour wheels and learn how to choose and use complementary colours effectively.• We will also explore tertiary colours, created by mixing primary and secondary colours, and apply this knowledge in our own artwork. <p>Pattern</p> <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none">• We will explore patterns in artwork from different cultures, identifying similarities and differences. We will look at how a range of artists use pattern in their work and discuss the effect it creates, including examples such as Gaudí, Matisse, Escher, and Aboriginal art.• We will also observe and explore more complex patterns found in nature, science, and maths, such as fractals and the Fibonacci sequence, helping us make connections across different areas of learning.



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Creating

We will design and create our own patterns for specific purposes, such as wallpaper, clothing, or book covers. Throughout this process, we will experiment with different types of mark making to create interesting and effective patterns in our work.

Music:

Creating

We will use our voices, musical instruments, and technology to create music. We will experiment with different sounds and timbre, using both tuned and untuned percussion instruments to create simple melodies and rhythms.

We will also use music technology to develop and record musical ideas, creating simple rhythmic and melodic patterns. Through our music, we will express our thoughts and feelings using sound.

Knowledge and Understanding

We will listen to our own music and the work of others and explain what works well and what could be improved, using appropriate musical vocabulary.

We will continue to develop our music reading skills, learning to:

- Read five notes on the treble clef
- Recognise and use minims, crotchets, quavers, and rests

Drama:

Creating

We will explore how to create and convey a character using a range of drama techniques, such as hot seating, role on the wall, and thought tracking.

We will choose and adapt our voice appropriately for different roles, considering volume, tone, clarity, pace, emotion, and characterisation. We will also use movement, facial expression, and body language to communicate a character's setting, physical features, feelings, and how they interact with others.

This learning will directly support our work on Burns poems, helping us think carefully about character, emotion, and meaning within the text. We will use these drama techniques to explore and perform poems, supporting understanding, expression, and confidence.

To further develop these skills, our Burns poem work will be available as an assignment on Teams, and we will also use our iPads to practise and rehearse at home. This will allow us to revisit our work, refine our performance skills, and prepare for sharing our learning in class.

Dance:

Creating and Presenting



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	<p>We will develop our understanding of the key features of dance through performance, with a particular focus on Scottish country dancing. This will allow us to explore dance as part of our culture while learning how movement, rhythm, and teamwork work together.</p> <p>We will demonstrate coordination, balance, and control as we practise and perform a range of Scottish country dance steps and sequences.</p> <p>As part of our learning, we will work in partnership with Primary 6 pupils, using peer learning to practise, refine, and perform dances together. This will help us develop leadership, communication, and cooperation skills while supporting younger learners.</p> <p>We will create, rehearse, and perform short dance sequences, both individually and in groups, using music and rhythm. Through continued practice, we will develop and refine our own dance repertoire, improving confidence and fluency.</p> <p>We will also select and apply a range of dance skills to create performances that show variation in movement, timing, and formations, preparing us for both solo and group performances.</p> <p>We are really looking forward to sharing our Scottish country dancing with families during the open afternoon, where we will have the opportunity to perform and showcase the skills, teamwork, and progress we have made.</p>
Religious and Moral Education:	<p>As part of our learning about beliefs and values, we are exploring how people's experiences can shape what they believe is right and fair. This learning is closely linked to our class topic on the Highland Clearances and the work of Robert Burns.</p> <p>While learning about the Highland Clearances, we are discussing how families and communities were affected by change, loss of land and unfair treatment. This helps us to understand why people felt strong emotions such as sadness, anger and injustice, and how these experiences influenced their beliefs about fairness, belonging and community.</p> <p>Through our study of Robert Burns, we are exploring how poets and writers express their beliefs and values through words. Burns' poems and songs often highlight ideas such as equality, respect and standing up for others, helping us to see how creativity can be used to share viewpoints and challenge injustice.</p> <p>We will also be finishing our learning about Islam before the February break. During this time, we are building our understanding of key Muslim beliefs, values and practices, and learning how faith can influence people's daily lives. This supports our wider learning about respecting different religions and the diversity of beliefs in modern Scotland.</p> <p>Through all of this learning, we are developing an understanding that people may hold different beliefs and values, shaped by religion, culture, history and personal experiences.</p>



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	<p>We are encouraged to listen respectfully to different viewpoints and reflect on how these lessons help us make kind, fair and inclusive choices in our own lives.</p>
Outdoor Learning and Learning for Sustainability Opportunities:	<p>Outdoor Learning will begin during the week beginning 2nd February. Please ensure we come to school dressed appropriately for the weather, with suitable footwear and outdoor clothing, as lessons will go ahead in most conditions.</p> <p>During these sessions, we will be developing our navigation and orienteering skills. We will learn how to:</p> <ul style="list-style-type: none">• Navigate to a chosen or "special" place• Use directional language and bearings• Work collaboratively and problemsolve in an outdoor setting <p>These activities will help us build confidence, teamwork, resilience, and independence while applying our learning in a reallife context.</p> <p>As part of this work, we will gather evidence from our Outdoor Learning experiences and use this to create a presentation. This will contribute towards our John Muir Award, allowing us to reflect on our learning, develop presentation skills, and demonstrate our understanding of the natural environment.</p> <p>Outdoor Learning provides a valuable opportunity for us to connect with nature while developing important life skills, and we look forward to sharing our progress with you.</p>