

Example of our outdoor learning

St Vincent's Catholic Primary School



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Project Overview

- Our school teaches the curriculum using project based learning. This means that we have an overall project for the term that we use to teach subjects (exc. Maths). This insures that everything we do is cross curricular and fits together giving the children the best possible learning experience we can.
- This term UKS2 are exploring the question 'how do we survive?' based on our Vincentian value of 'We believe in practical hands-on hard work and we learn from our mistakes.'
- To do this we are using the book 'The Explorer' by Katherine Rundell. We are reading the book while incorporating our lessons around the chapters.
- For this example we read through the chapter 'fire' and wanted the children to write a set of instructions on how to create fire and how to put it out safely.



Lesson 1 – Reading Comprehension



- Our first lesson in this sequence is reading the book our project is based around. We are up to the chapter 'Fire'.
- The children read aloud to each other the chapter and then answer questions based on 6 categories about what they have read.
- Vocabulary – picking out words that the children won't have seen often and finding what they mean. Inference – information in the text that isn't given to the reader straight. Predict – predicting what will happen next. Explain – explaining a part of the book they have read (why has a character partaken in this action etc). Retrieve – finding information from the text and summarising – the children write a short sentence or paragraph about what happened in the chapter.
- We use this to then introduce what we will do next which is going to our forest school to find out how difficult it was for the characters in the book to create fire and see if the children will be able to do this as well.

<p>Previous assessment/context: Children have read the book up to the fire chapter.</p>	
<p>Learning Objectives: To read, identify and discuss themes in this book.</p>	<p>NC or Early Learning Goal links:</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
<p>Success Criteria To be able to read the chapter Fire out loud. To take part in the discussion of the chapter. To answer the comprehension questions for this chapter.</p>	
<p>Introduction: (20 mins) – 8 Pages</p> <ul style="list-style-type: none"> • Ask the children to summarise what has happened in the book so far. • Introduce the questions that they will be answering for this chapter, getting them to think about what they are looking out for while they read. • Pick children at random to read aloud to the class giving support when needed. • Make sure to stop at points for words that might not be known, or if children ask. Examples from this chapter might be: pyrotechnic, kindling, canopy. 	<p>Key Questions/Vocabulary: Vocabulary, inference, prediction, summarise, retrieve and explain.</p> <p>Other Adults' Role in Introduction: FC - working with JB MB - Reading with BT JE - Reading with CBS</p> <p>Focus Children's names: CBS - Reading with TA BT - Reading along to CT JB - Pre-read and summarise while class is reading chapter.</p>
<p>Activity: (25 mins)</p> <ul style="list-style-type: none"> • Children to answer questions based on 6 categories, Vocabulary, inference, prediction, summarise, retrieve and explain. • Mini-plenary - stop 10 minutes in to check to see how the children are doing, giving examples for any questions that are being found tricky. 	
<p>Teacher working with: BT - getting him to answer questions and scribing when needed.</p>	<p>Other adults working with: FC - working with JB to answer separate questions based on this chapter JE - working with CBS helping him to form sentences and letters correctly.</p>
<p>Plenary: (10 mins)</p> <ul style="list-style-type: none"> • Explore some of the children's answers given. • Get the children to summarise the chapter to their partners. • Explain to the children that we will be going to the forest school to create our own fire to examine how hard it would have been for the children. 	
<p>Erasmus: 21st century skills – inference of book read. Cross curricular – making fire and shelters in the forest following on from this chapter.</p>	
<p>Resources: Explorer book, Viper questions, adapted viper questions for JB, writing aids for BT & CBS.</p>	

Lesson 2 – Making fire



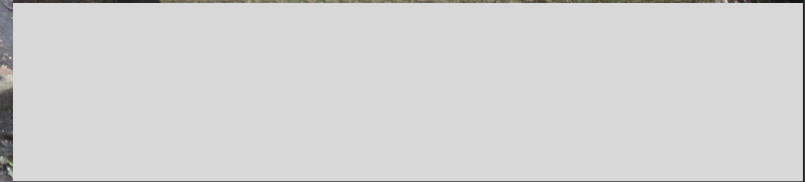
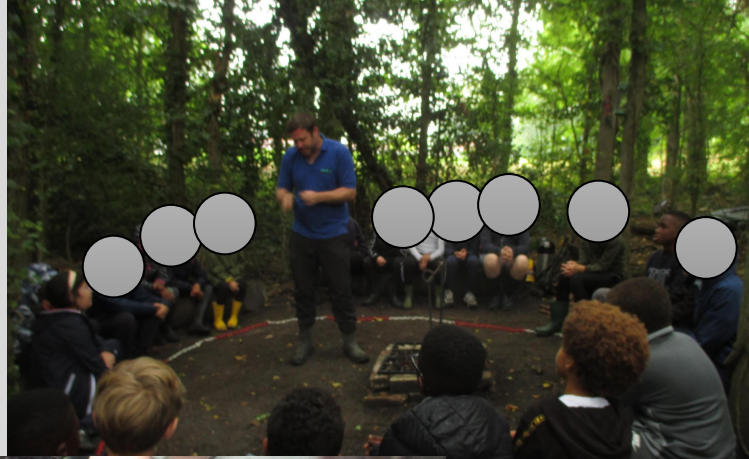
- Following on from this we took the children down to our forest school and gave them the experience of what it would have been like to create fire for the characters in the book.
- We explained to the children what is needed to create a fire (oxygen, heat and fuel) and how we are going to do this safely.
- We talked them through what they were going to do step by step and then gave them each a chance to start the fire.
- After the fire has been lit, we cooked bread and heated drinks on it to give them the experience of what it would be like to survive in real life.

Previous assessment/context: Children have read the chapter fire, with the characters creating fire in the wilderness.	
Learning Objectives: To create fire safely in an open area.	NC or Early Learning Goal links: Learning to work within health and safety guidelines.
Success Criteria To listen to instruction of how to create fire. To work safely. To understand what to do if something goes wrong.	
Introduction: (15 mins) <ul style="list-style-type: none"> • Children are reminded about safe practise while in the forest school. • When we arrive at the forest, children sat in a ring and explore what happened during the chapter. • Children are asked about how they would go about making fire and what to do if fire spreads in a forest. 	Key Questions/Vocabulary: Fire, safety, kindling, flint and steel. Other Adults' Role in Introduction: FC - with JB making sure that he is not being overstimulated. CT - working near BT in case he goes over safety barrier. JE - helping to give out bread and drinks. Focus Children's names: BT, CBS, BT
Activity: (40 mins) <ul style="list-style-type: none"> • Talk children through how a flint and steel works and what a fire needs to start (oxygen, heat and fuel). • Ask the children what can we use for the fuel. Talk about where oxygen is and how we could possibly put out a fire safely. • Children are then given a chance to start a fire one by one using a flint and steel. • Once they've had a go creating fire, they will cook bread and hot chocolates on the fire to explore how the character might have used the fire once they have created it. 	
Teacher working with: CT working with BT	Other adults working with: FC, JE handing out bread and drinks to children.
Plenary: (10 mins) Get the children to talk to their partners about what is important when making a fire. Run them through the safety aspect again and how to safely put out the fire if it spread out of control. Explain to the children that they will be creating step by step instructions of how to create fire in the afternoon.	
Erasmus 21st century skill - Health and safety Cross curricular links - from reading how the characters in the book made fire to how we can make fire. Outdoor learning - children making fire safely in the forest school. Resources: Bread, drinks, water, sand, flint and steel, safety chain, tripod, clothing, footwear, first aid kit, phone, camera.	

Pictures from our forest school lessons



Pictures from our forest school lessons



Lesson 3 – Creating instructions



- In the afternoon, after they have created fire we then get the children to create instructions on how they did this.
- We introduce imperative verbs to help them create the best set of instructions that they can.
- We pull from their experience in the morning and add on top of this to help them to link their personal experience to their writing.
- This gives the children the best learning experience and a reason for why they are doing the working we have asked them to do.
- Following on from this we then discuss what the children will think happen next in the book based on their experiences of the day.

<p>Previous assessment/context: Children have read the chapter 'Fire' from the book explorer. They have been to the forest and made fire.</p>	
<p>Learning Objectives: To use imperative verbs to create a set of instructions.</p>	<p>NC or Early Learning Goal links: Instructional writing.</p>
<p>Success Criteria I can write instructions on how to create fire to be followed. I can use imperative verbs.</p>	
<p>Introduction: (20 mins)</p> <ul style="list-style-type: none"> • Show children pictures from the morning, asking them what they were doing and what they remember. • Talk through how they created fire and how we could describe this to people who don't know how to do it. • Introduce imperative verbs and why we would use them for instructional writing. • Get the children to come up with examples of imperative verbs and create an example of some instructions. • Using examples go through what is needed in instructions (equipment, pictures, method etc) 	<p>Key Questions/Vocabulary: Imperative verbs, instructions, method, equipment, illustrations, captions.</p> <p>Other Adults' Role in Introduction: FC – explaining to JB what he needs to do with extra scaffolding. JE – CBS making sure that he is concentrating, asking him questions as we go along.</p> <p>Focus Children's names: CBS, BT, JB</p>
<p>Activity: (20 mins) Children will create instructions for how to create a fire, based on the knowledge they have learnt from the chapter and from their practical experience. Children will have examples of imperative verbs in front of them. Mini plenary – use examples of the children's work to make sure children have all that they need in the instructions. If children finish early get them to write about how they would safely put out the fire.</p>	
<p>Teacher working with: CBS – helping him to write on template provided, giving breaks when needed.</p>	<p>Other adults working with: FC – JB and JE working with BT to help him use imperative verbs correctly.</p>
<p>Plenary: (10 mins) Show children's work that have impressed, giving out dojo points for children using imperative verbs and creating neat work. Run through good examples of how to put out a fire. Get children to predict what they thing will happen next in the book.</p>	
<p>Erasmus – cross curricular – children have learnt how to make fire practically. Outdoor learning – children have explored how to make fire.</p>	
<p>Resources: Imperative verbs mat, instruction templates, explorer book.</p>	

Examples of work created



LO: To use imperative verbs in a set of instructions.

How to start a fire

Equipment: Some dry debris, some flint and if you can find some steel.

Fun Fact!
You can make a fire without matches.

Method: Step 1

Go and find some sticks, leaves and debris. Make sure those items are dry.

Step 2:

Shape your fuel into a pyramid.

Step 3:

Pick up your flint and steel carefully since it's sharp.

Step 4:

Strike the flint down the steel with force. Repeat that until you see a spark.

Step 5:

Blow on your fire gently so it sucks in the oxygen.

Step 6:

Add more of your debris so it can get bigger.

Step 7:

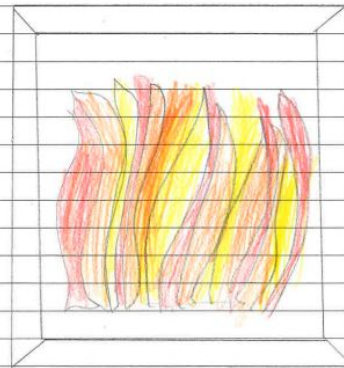
When you finish pour water ensuring the fuel is wet.

LO: To use imperative verbs in a set of instructions.

How to start a fire!

Equipment:

- Oxygen
- Steel
- flint
- Kindling
- leaves
- Sticky twigs
- Wood
- Heat
- Water *optional*



Method:

1. Go and find kindling
2. Put your kindling into a pyramid shape
3. Pick up your flint and steel
4. With force scrape the flint and steel together pointing at the way of the fire
5. Repeat step four until you see a spark
6. Blow onto your fire making some oxygen go onto your fire.
7. Slowly and carefully add more fuel until it is required
8. Repeat step seven for as long as needed.
9. When finished pour water on your fire when you don't need it

LO: To use imperative verbs in a set of instructions.
How to start a fire in survival.

Equipment:

Kindling/fuel

Oxygen

Heat / Flint and steel (can also use lighter)

Water (to stop the fire)

Method:

1. Take your fuel and put it in a neat pyramid shape.
2. Take your flint and steel and scrape the flint on the steel (point at kindling)
3. Once you have started a fire, blow gently on the flames to provide oxygen (if the fire gets too big, just give it a minute to calm down)
4. Just enjoy your fire!

Turn page over to see "How to stop a fire"

How to stop a fire.

So you have finished your fire, how do you stop it?

1. Take your water.
2. Carefully, bring your water to the fire.
3. Open your water.
4. Start carefully pouring your water on the fire.
5. Ensure all your fuel is wet, now your fire is out!



Thank you for watching our presentation

- If you have any questions about any of the lessons you've viewed, please let us know.

