




Term	LO	SC	Input	Main	EXT	Plenary
1	To go on a woodland walk.	I can complete walk through my local area (Downs Chalk lands area). I can describe my natural environment. I can create art using leaves.	Ran by Lyndsay Rookman- children went on a walk to the Downs area local to the school. They described materials, learnt about a famous artist and created art using natural materials based upon his work. Children will have further follow up sessions with Lyndsay.			
1	To be able to create an image using nature.	I can create an animal or monster using leaves. I can use a range of materials and tools to create an image.			Can you name your character and name some of their attributes. Links to adjectives.	Share your character with a partner and feedback to class.
2	To understand what an adjective is.	I know what an adjective is. I can use adjectives to describe my environment. I can use adjectives in a sentence.	Discuss what an adjective is. Give examples and underline the adjective in a sentence. Show the example adjective texture cards and ask chn to think of things in our environment that we could describe the word with e.g. hard- table, door Gritty- sand, dry mud, soft- cuddly toy etc.	Chn are shown adjectives on cards: fuzzy, rough, hard, soft, prickly, spikey etc. and then go outside in groups and find things that feel/ look like that adjective. Each group of 3 chn to have a tray/ box and copy of the words on a sheet which they fill in (below). CT supervise half of class/ TA supervise half of class	Put these adjectives and objects together in a sentence. Underline the adjective.	Class gallery of our adjectives- were any the same? Do we think that the objects found were suitable for the adjective?
2	To be able to use water colours.	I can create an image of a leaf using still life painting. I can use water colours correctly to create various shades and tones.	Explain task to chn. Give chn 5 minutes on field finding their favourite leaf. They could look for beautiful colours, interesting shapes, symmetry, patterns etc. Bring one leaf back into class room per child.	Model using water paint correctly- show chn how to create darker and lighter tones and how to make colours transition neatly. Ensure chn use all of their paper to create their leaves.	What adjectives can you write down to describe your leaf?	Class gallery of paintings.
2	To be able to create an image using nature.	I can use leaves to create prints. I can use a range of materials and tools to create an image.	What art could you create from nature? Discuss what printing means and explain task. What colours should we use for the prints? Discuss autumnal time of year and effects we could create. Model task. Chn go outside and choose leaves for their pictures. Come back to class, dip leaves in paint and press.		List adjectives on a whiteboard to describe the leaves they viewed/ felt today.	Discuss adjectives (if done as EXT, those chn share). Can we turn these adjectives into descriptive sentences?
2	To be able to create a map of my local area.	I know what a map looks like. I know some key locations in my local area. I can create a map for Burham.	Discuss a map and its uses- holidays, taxi, moving house, online deliveries etc. Show chn examples and identify areas that have been marked (schools, churches, woodland areas etc.) Explain main task and rules for walking safely. Risk assessment carried out and text to parents to be sent.	Give chn a blank map of local area and chn fill in as we take a walk around the local area. Could fill in school, village hall, old school, park, bakery, post office, shop etc.	Add known street names and discuss why these are necessary on maps.	Come back to class and add light colouring to decorate. Share your map with a partner- can you add anything on?
3	To be able to draw an image from still life.	I can make observations about nature. I can use sketching pencils to create various	Still drawing of an outdoor area- pond. Use sketching books and sketching pencils. Model on board creating strokes for shading.	Go to the pond area and chn have to time observe pond area. Draw from an angle that they find interesting.	On the next page in sketch books chn practise making light and dark tones with sketching	Class gallery of drawings. Chn sit down in places and make comments about other work. Favourites, good shading etc.

		shades.			pencils.	
3	To make observations about my local area.	I can identify positives about my local environment. I can identify negatives about my local environment.	Go to the field and discuss the points on the table from outside learning pack (page 4).	Chn fill in the table from pack identifying positives, negatives and improvements to the local area (field). Chn go back to class and draw up an ideal field using page 6 from pack. Discuss the key. Model on board.	Draw an ideal field on a second sheet of paper.	Share ideas- did anyone think the same? Which ideas are feasible and could be passed onto MG?
4	To make observation about my local area.	I can identify the colours that make up my local area. I can identify plants in my local area. I can match colours to objects.	Discuss the colours we know. What colours are in our environment? The school, under the sea, the field. What colour may be the most popular in the field? Do all chn think the same? Model task.	Investigation: Rainbow treasure hunt work sheet Chn go onto field and find various coloured items which match the colours on the sheet.	Can you find any colours not on the sheet? Are there any objects with multiple colours?	Stick work on board & make observations. Was it a struggle to find a particular colour? Was there a popular colour? What different objects are on chn's sheets?
4						
5						
5	To be able to create a den.					
6	To learn about the nature in my local area.	I can participate on a school walk. I can create a walking stick, identifying nature in my environment, I can use a camera. I can create a rubbing using an interesting surface.	Explain task. Discuss safety and tasks we will do on our walk. Risk assessment carried out and text to parents to be sent.	Whole AM: Leave school approximately 9.15am Walk up to the fields behind the park. Tape, first aid, paper & crayons for rubbings, camera. Chn wear trainers. Walking sticks- chn each have a stick and tape on items we find on a woodland walk- feather, leaves, moss, shells. We could do rubbings using crayons on interesting surfaces. Take pictures sharing the camera. Sketching books and pencils for flowers.		Sit in a circle back in class and share your walking stick with the class. Pick one thing which you liked. Show any rubbings and other chn guess the surface. Take a picture of sticks and chn write a diary entry about their journey if time. CT models.
6	To design an ideal park.	I can make observations about an area. I can identify strengths and weaknesses of my local park. I can create an ideal park, thinking about access and safety.	Explain task. Discuss safety and tasks. Explain rating system CT/TA help LAB when carrying out task as the table is challenging. At park once chn have completed rating system they then draw an ideal park. Discuss first access for disabled people, safety, colours, space, and target age.	PM: Leave school for park. Chn to take work sheets on clip boards. Page 12- making observations about the park including rating the: litter, signs, seating, paths, disabled access, play facilities etc. Page 11 of outdoor learning pack- draw an ideal park Risk assessment to be carried out and text to parents sent out.	Save up treat time for some play time in the park.	Share thoughts on the park before chn play- was there a lot of litter, disabled access etc.? What could be improved?