



THE NATIONAL CURRICULUM OUTDOORS: YEAR 1

The following table gives an overview of the topics and links to the Curriculum for Wales for the Year 1 units from *The National Curriculum Outdoors: KS1*, written by Deborah Lambert, Michelle Roberts and Sue Waite.

The four purposes: All progressions in this book meet the four purposes of the Curriculum for Wales to some extent: healthy, confident individuals; enterprising, creative contributors; ambitious, capable learners, ethical informed citizens.

Integral skills: All progressions in this book develop the following integral skills: creativity and innovation; critical thinking and problem solving; planning and organising; personal effectiveness.

The lesson plans within The National Curriculum Outdoors series have been mapped by outdoor learning consultant Dawn Thomas. Dawn runs Nature Days, which provides curriculum-linked field days on the Gower Peninsula in South Wales and teacher training. She has been involved in outdoor education for over 20 years and has developed numerous resources to support educators in teaching the Curriculum for Wales outdoors.

The National Curriculum Outdoors: Year 1 English

<p>The National Curriculum Outdoors: Year 1</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Language, Literacy and Communication</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Compose a sentence orally before writing it. Listen and respond appropriately to adults and their peers. Use relevant strategies to build their vocabulary.</p> <p>Lesson 2: Say out loud what they're going to write about. Compose a sentence orally before writing it. Recognise and join in with predictable phrases.</p> <p>Lesson 3: Listen to and discuss a range of poems and storeys. Be encouraged to link what they read or hear read to their own experiences. Discuss word meanings, linking new meanings to those already known. Participate in discussion about what is being read to them, taking turns and listening to what others say.</p> <p>Lesson 4: Be encouraged to link what they had read or hear read to their own experiences. Listen to and discuss a range of poems and storeys. Sequence sentences to form short narratives.</p> <p>Lesson 5: Learn to appreciate rhymes and poems. Discuss word meanings, linking new meanings to those already known.</p> <p>Lesson 6: Sequence sentences to form short narratives.</p> <p>Science - identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</p>	<p>The following statements of what matters are explored:</p> <p>2. Understanding languages is key to understanding the world around us.</p> <p>3: Expressing ourselves through languages is key to communication.</p> <p>4: Literature fires imagination and inspires creativity.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>3: The world around us is full of living things which depend on each other for survival.</p> <p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Humanities</p> <p>The following statements of what matters are explored:</p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Mathematics and Numeracy</p> <p>The following statements of what matters are explored:</p> <p>4. Statistics represent data, probability models chance, and both support informed inferences and decisions.</p>

The National Curriculum Outdoors: Year 1 Maths

<p>The National Curriculum Outdoors: Year 1</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Mathematics and Numeracy</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Recognise a name common 2D shapes.</p> <p>Lesson 2: Recognise and name common 2D and 3D shapes. Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Lesson 3: Recognise and name common 2D and 3D shapes. Solve one step problems. Compare, describe and solve practical problems for lengths and heights.</p> <p>Lesson 4: Recognise and name common 2D and 3D shapes. Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Solve one step problems. Compare, describe and solve practical problems for lengths and heights.</p> <p>Lesson 5: Recognise and name common 2D and 3D shapes. Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Solve one step problems.</p> <p>Lesson 6: Recognise and name common 2D and 3D shapes. Describe position, direction and movement. Solve one step problems. Compare, describe and solve practical problems for lengths and heights.</p>	<p>The following statements of what matters are explored:</p> <p>2. Algebra uses symbol systems to express the structure of mathematical relationships.</p> <p>3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p> <p>4. Statistics represent data, probability models chance, and both support informed inferences and decisions.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us.</p> <p>Humanities</p> <p>The following statements of what matters are explored:</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p>

The National Curriculum Outdoors: Year 1 Science

<p>The National Curriculum Outdoors: Year 1</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Science and Technology</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Lesson 2: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Lesson 3: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Gather and record data to help in answering questions. Perform simple tests.</p> <p>Lesson 4: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Perform simple tests.</p> <p>Lesson 5: Describe the simple physical properties of a variety of everyday materials. Perform simple tests.</p> <p>Lesson 6: Compare and group together of variety of everyday materials on the basis of their simple physical properties. Gather and record data to help in answering questions. Perform simple tests.</p>	<p>The following statements of what matters are covered:</p> <p>1: Being curious and searching for answers is essential to understanding and predicting phenomena.</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>4. Matter and the way it behaves defines our universe and shapes our lives.</p> <p>5. Forces and energy provide a foundation for understanding our universe.</p>	<p>Maths and Numeracy</p> <p>The following statements of what matters are covered:</p> <p>3. Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p> <p>4. Statistics represent data, probability models chance, and both support informed inferences and decisions.</p> <p>Expressive Arts</p> <p>The following statements of what matters are covered:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2. Understanding languages is key to understanding the world around us.</p> <p>4: Literature fires imagination and inspires creativity.</p>

The National Curriculum Outdoors: Year 1 Geography

<p>The National Curriculum Outdoors: Year 1</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Humanities</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Use aerial photographs to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Lesson 2: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use locational and directional language to describe the location of features and routes on maps.</p> <p>Lesson 3: Use locational and directional language (for example, near and far, left and right) to describe the location of features and routes.</p> <p>Lesson 4: Use locational and directional language (for example, near and far, left and right) to describe the location of features and routes.</p> <p>Lesson 5: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use simple compass direction (north, south, east and west) and locational and directional language to describe the location of features and routes on a map. Devise a simple map and use and construct basic symbols in a key.</p> <p>Lesson 6: Use simple fieldwork and observational skills to study the geography of their school and its grounds. Devise a simple map and use and construct basic symbols in a key.</p>	<p>The following statements of what matters are explored:</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Special considerations:</p> <p>Equip learners with the skills to question, use and analyse maps, images, and Geographical Information Systems.</p>	<p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>1: Developing physical health and well-being has lifelong benefits. Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us.</p> <p>4: Literature fires imagination and inspires creativity.</p> <p>Maths and Numeracy</p> <p>The following statements of what matters are covered:</p> <p>3. Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p> <p>Expressive Arts</p> <p>The following statements of what matters are covered:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>

The National Curriculum Outdoors: Year 1 History

<p>The National Curriculum Outdoors: Year 1</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Humanities</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Be taught about events beyond living memory that are significant nationally. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>Lesson 2: Be taught about events beyond living memory that are significant nationally. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Lesson 3: Ask and answer questions, choosing and using parts of storeys and other sources to show understanding of key features and events.</p> <p>Know where people and the events they study fit within a chronological framework Lesson 4: Know where people and the events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions, choosing and using parts of storeys and other sources to show understanding of key features and events.</p> <p>Lesson 5: Know where people and the events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Understand some of the ways we find out about the past and identify ways in which it is represented.</p> <p>Lesson 6: Identify similarities and differences between ways of life in different periods. Understand some of the ways we find out about the past and identify ways in which it is represented.</p>	<p>The following statements of what matters are explored:</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>4: Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>Special considerations:</p> <p>Develop historical interpretation understanding and source-based skills.</p> <p>Expose learners of all ages to a range of historical periods on a local, national and global scale, making the links and connections that support the development of a detailed chronological 'map' of the past.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>4: Matter and the way it behaves defines our universe and shapes our lives.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2. Understanding languages is key to understanding the world around us.</p> <p>4: Literature fires imagination and inspires creativity.</p> <p>Expressive Arts</p> <p>The following statements of what matters are covered:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>

The National Curriculum Outdoors: Year 1 Art and Design

<p>The National Curriculum Outdoors: Year 1</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Expressive Arts</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Develop a wide range of art and design techniques using colour.</p> <p>Lesson 2: Develop a wide range of art and design techniques using line and shape.</p> <p>Lesson 3: Develop a wide range of art and design techniques using colour.</p> <p>Lesson 4: Develop a wide range of art and design techniques using colour and texture.</p> <p>Lesson 5: Develop a wide range of art and design techniques using texture, line and shape.</p> <p>Lesson 6: Develop a wide range of art and design techniques using patterns, shape and form.</p>	<p>The following statements of what matters are explored:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3. The world around us is full of living things which depend on each other for survival.</p> <p>Mathematics and Numeracy</p> <p>The following statements of what matters are explored:</p> <p>4. Statistics represent data, probability models chance, and both support informed inferences and decisions.</p> <p>Humanities</p> <p>The following statements of what matters are explored:</p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us.</p>

The National Curriculum Outdoors: Year 1 Design and Technology

The National Curriculum Outdoors: Year 1 Topic coverage	How does this link to the Curriculum for Wales? Science and Technology	How does this link to the Curriculum for Wales? Other subject areas
<p>The sessions in this chapter build progressively on the curriculum content detailed below:</p> <p>Explore and evaluate a range of existing products.</p> <p>Design purposeful, functional, appealing products for themselves and other users, based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks - for example, cutting, shaping, joining and finishing.</p> <p>Select from and use a wide range of materials and components, according to their characteristics.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable. Evaluate the ideas and products against design criteria.</p>	<p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p>	<p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>

The National Curriculum Outdoors: Year 1 Music

<p>The National Curriculum Outdoors: Year 1</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Language, Literacy and Communication</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>The series of progression's across key stage one music all addressed the following curriculum content:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play untuned instruments musically.</p> <p>Listen with concentration and understanding.</p> <p>Experiment with, create, select and combined sounds using the interrelated dimensions of music.</p>	<p>The following statements of what matters are explored:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>	<p>Humanities</p> <p>The following statements of what matters are explored:</p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>5. Forces and energy provide a foundation for understanding our universe. Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us.</p> <p>4: Literature fires imagination and inspires creativity.</p>

The National Curriculum Outdoors: Year 1 Religious Education

<p>The National Curriculum Outdoors: Year 1</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Humanities</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: AT1 Expressing meaning. AT2 Learning from religion – response, reflection, evaluation and application to questions of identity and experience: Say what is important in their own lives and link this to learning in RE. Describe experiences and feelings they share with others including characters in stories with religious meaning.</p> <p>Lesson 2: AT2 Learning from religion – questions of identity and experience: Say what is important in their own lives and link this to learning in RE. Describe experiences and feelings they share with others including characters in stories with religious meaning.</p> <p>Lesson 3: AT2 Learning from religion – meaning and purpose: Recognise interesting or puzzling aspects of life. Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</p> <p>Lesson 4: AT2 Learning from religion – meaning and purpose: Recognise interesting or puzzling aspects of life. Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</p> <p>Lesson 5: AT2 Learning from religion – values and commitments: Express their own values and concerns and know that life involves choices between right and wrong. In relation to matters of right and wrong, they recognise their own values and those of others.</p> <p>Lesson 6: AT2 Learning from religion – values and commitments: Express their own values and concerns and know that life involves choices between right and wrong. In relation to matters of right and wrong, they recognise their own values and those of others.</p>	<p>The following statements of what matters are explored:</p> <p>2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>4: Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>5: Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</p> <p>Special considerations:</p> <p>Provide rich contexts for learners to be curious, to explore ultimate questions, and to search for an understanding of the human condition, as well as providing opportunities for learners to reflect, and to experience awe and wonder, in a range of meaningful real-world contexts.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3: The world around us is full of living things which depend on each other for survival.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us.</p> <p>3: Expressing ourselves through languages is key to communication.</p> <p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>2: How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p> <p>4: How we engage with social influences shapes who we are and affects our health and well-being.</p> <p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>