 GROWtoschool

 @growtoschool

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"Working alongside an organisation as knowledgeable and skilled as Grow to School has given pupils confidence, self-esteem and learning a real boost." Head teacher, Ashbrow School



Outdoor learning to support a recovery curriculum

The recovery curriculum that many schools are constructing for the new academic year reinforces the methods Grow to School have used over the last 10 years. We feel qualified to offer support. In consultation with teachers we have put together this free resource pack full of outdoor activities aimed at re-connecting children in a safe way with each other and their learning.

The pack contains:

- The recovery curriculum & outdoor learning
- 15 printable activities to take whole classes outside
- Health, safety & social distancing
- Managing behaviour outside
- Tips & tricks to taking children outside
- Resources you may need

Why we created this recovery curriculum resource pack.

As schools in England and Wales prepare to open their doors in September and Scottish schools adjust to their new normal, many are constructing recovery curriculums based on the excellent think piece by Barry and Matthew Carpenter (<https://www.evidenceforlearning.net/recoverycurriculum/>). We recommend you familiarise yourself with the construct to help you in use and understanding of this resource, although it is not essential to using them effectively.

Grow to School has produced this pack to support the re-engagement of staff and pupils through the creation of safe places and the reconnection with school, each other and the outdoors. As we listened to the podcasts surrounding the recovery curriculum we realised that our work naturally resonates (pun intended!). Our work over the last ten years has taken whole classes outside for curriculum learning and we support and build upon engagement, teamwork and communication. Children cannot learn effectively if they are not engaged and safe, so for outdoor learning to succeed the first steps are always to support the children, especially more vulnerable ones, to feel safe and secure outside.

This resource has been designed for teachers with the aim to help both teachers and children re-imagine a new space for learning and communicating. For this reason, we will focus on activities that re-awaken dormant minds to the possibility of learning, re-establish connections between classmates and teacher and create a safe secure outdoor environment through fun and creative activities and games. Although there are some activities taken from our outdoor primary curriculum, the majority are team building and circle games to aid in recovery.

Teachers have expressed many barriers to outdoor learning and we hope that most of these are answered throughout this resource. The main ones being:

1. Behaviour
2. Space
3. Clothing
4. Resources
5. Risk

We have included some articles regarding health and safety (written during lockdown), resources including clothing (pre Covid), and behaviour.

Regarding lack of space - we work in many schools with little more than a tarmacked playground and would just like to reassure everyone that there are still ample opportunities to benefit from outdoor learning even with no obvious green space. Nature is all around us, from the wind on our face to the dandelions in the pavements so any trip outside has the benefits of being in nature. Despite carrying boxes of resources to schools with no green area, I am always surprised by how many sticks, stones, leaves and flowers the children can find from such an arid landscape. So always give them the chance.

We hope you enjoy using these resources and that they help you and your children adjust to being back to school. We are committed to helping as many children recover from their time off as we can and welcome any feedback or questions you may have.

Thank you for downloading our resources and good luck on your journey outdoors.

The Grow Team.

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The activities use as simple code linking to three of the levers in the recovery curriculum.

Lever 1 - Relationships - has the letter 'R'. All these activities will help to reconstruct and build relationships between children and their teacher.

Lever 4 - Metacognition - has the letter 'M'. All these activities help to re-engage children with their learning.

Lever 5 - Space - has the letter 'S'. All these activities help create safe spaces outside and also give children and teaching staff the space to adjust to the new school normal.

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Outdoor Learning resources



Socially distanced circle games

A selection of games we played with children during lockdown and when some classes returned. With bubbles likely to be whole classes, social distancing may not be applicable so play as normal if this is the case. For more circle games have a look here: <https://www.ultimatecampresource.com/camp-games/circle-games/> and adapt as necessary.

Outdoor learning resources

Socially Distanced Games

Copy cats – A circle game that encourages good concentration and observation skills. This game is similar to wink murder but involves more actions. Imitation helps to re awaken the brain, fire up unused synapses and re-engages the brain ready for learning.

Key Stage: KS1 & 2

Lesson time: 10 mins upwards

Preparation time: None

Resources: None

Instructions:

1. Children stand in a circle with 2 metres between each child
2. Choose one child to be the dog. The dog goes to the side of the playground and turns their back to the circle.
3. The teacher points to a child to be the cat.
4. The cat must make small movements that everyone must copy. It is a good idea when playing this game for the first time for everyone to have a go before the dog returns.
5. Movements can include – cleaning whiskers, licking lips, stretching fingers as claws, yawning etc.
6. Invite the dog into the circle. The dog enters through the gap they left to ensure distancing. The dog must try and find out who is the cat. They get three guesses. If they guess wrong the child who the dog thought was the cat says: "No, I am a copycat."
7. If the dog guesses correctly the cat becomes the dog. If not, the teacher selects a new dog and the game continues.

Health and Safety

Keep a good distance between each child.

Rules for children

Remember to keep your distance from the others!

Outdoor learning resources

The happiness ball

This game is great for little ones right up to year 6. During lockdown we focussed on things in daily life that made us happy, for those returning to school we used things that make us happy in/or returning to school.

Key Stage: KS1 & 2

Lesson time: 10 mins upwards

Preparation time: None

Resources: None

Instructions:

1. Children stand in a circle with 2 metres between each child and the teacher stands in the middle.
2. Explain you have a tiny happiness ball in your hands, the weird thing about happiness is we can't see it so the ball is invisible.
3. Ask the children how they know someone is happy. The main answer will be a smile.
4. Say we are going to grow our happiness ball and to do this we have to fill it with happiness. To achieve this the teacher will throw the ball to someone by calling their name, looking them in the eye and smiling.
5. The child catches the imaginary ball and says something that makes them happy. Smiles and throws the ball back to the teacher maintaining eye contact.
6. Some children on return to school might find this activity difficult at first. You can help by having some agreed shared responses the children can use. Playtime, lunch, the colour of sky, the colour of the classroom, the displays around school, friends etc.
7. It is okay for children to use the something someone has already been said if they choose. It is also okay for a child to just return the smile or even just look into your eyes as you throw and they return the ball. Explain to the class that we can only fill the ball with happy thoughts so they must try and put something that genuinely makes them happy into the ball before they throw it back.
8. With younger children the teacher catches the ball and makes the imaginary ball bigger each time. With older children they have to look at the size of the ball when you throw it and catch the same size, increase the size by open their hands wider as they say their thought, then throw it back.
9. When everyone has had a go, you can extend the activity by throwing the now large ball of happiness around. Start by calling a child's name and saying I give (name) all this happiness. The child chooses another person in the class and does the same, sitting down when they have thrown the ball as they are so full the happiness they can't stand up - even if they don't feel it. Keep going until everyone is sitting down. This helps to consolidate any new names in a class too.

Health and Safety

Keep a good distance between each child

Rules for children

Remember to keep your distance from the others!

Outdoor learning resources

Socially Distanced Games

Splat – A popular game with older children, that becomes increasingly difficult as it continues. Easily adapted to socially distancing. We cannot rate this game enough – children love it and have to be engaged it was without doubt the best warm up during lockdown and had the surprising secondary effect of pulling the group together as more able children shouted instructions to those less able.

Key Stage: Upper KS2

Lesson time: 10 mins upwards

Preparation time: None

Resources: None

Instructions:

1. Children stand in a circle with 2 metres between each child
2. Choose a child to enter the circle.
3. The child points to another child and shouts "SPLAT"
4. The child who has been splatted ducks down and the two children either side have to point at each other and shout "SPLAT". The child who shouts first stays standing, the other sits down – or stands out of the circle and is out of this round.
5. The child who originally ducked now stands up again.
6. The game continues with the person in the middle splatting another child, who ducks, and so on.
7. As more children are out it becomes increasingly difficult for the children to work out when to splat each other.
8. When there are only two left standing or in the circle, it is time for the splat off. The two children turn around and face away from the circle. The child in the centre chooses a vegetable or fruit to spell (or chooses a number between 1 and 10), and the other two children take a step away from the circle with each letter/number that is called. On the last letter/number step they turn around and splat each other – in the style of a dual. The winner is the child who splats first and they swap places with the child in the middle.

Health and Safety

Keep a good distance between each child

Rules for children

Remember to keep your distance from the others!

Outdoor learning resources

Would you rather?

A circle game that can produce much hilarity depending on the imagination of the caller. We have included a list of options to make life easier! Helps bond a class back together and gets the brain fired up with decision making processes.

Key Stage: KS1 & 2

Lesson time: 10 mins upwards

Preparation time: None

Resources: None

Instructions:

1. Children stand in a circle with 2 metres between each child.
2. The teacher stands in the middle.
3. Explain to the class that if they choose the first option they remain standing, if they choose the second they sit down.
4. Start by saying would you rather have a dog or a cat? If the children prefer dogs to cats, they continue to stand. If cats over dogs, they sit down. Next call another option e.g Lions or tigers?
5. As the game goes on make the options harder and sillier to choose from.
6. List of would you rather ideas to keep you going!

Live in the city or countryside?	Do maths or English?	Play football or tennis?
Do art or science?	Have lunch or dinner?	Eat Ice cream or sweets
Eat lettuce or broccoli?	Drink water or milk?	Have wet feet or wet hair?
Eat slugs or snails?	Have a shower or bath?	Be an elephant or hippo?
Meet a pirate or meet a ghost?	Kiss a frog or hug a lion?	Have wings or gills?
Always summer or always winter?	Only eat chocolate or only drink juice?	
Eat ants or drink snail slime?	Climb a mountain or dive the ocean?	
Lick the bathroom floor or the rubbish bin?	Be invisible or travel through time?	
Have red eyes or a green mouth?	Have five ears or three noses?	
Be really good at maths or go to the moon?	Be really rich or be happy all the time?	
Have a bath in beans or a shower in cola?	Crawl on all fours or walk backwards?	
Walk in mud or wade through water?	Only wear flip flops or only wellington boots?	
Only talk in a whisper or only shout?	Eat crisps with gravy or only ever eat tomatoes?	
Sleep in a haunted house or sleep in a pig sty?		
Drink sea water or drink pond water?		
Have the queen's hair or be called Smellypants?		
Have a magic carpet or a personal robot?		
Smelling of rotten potatoes or no break times at school?		
Sneeze cheese or cry chilli sauce?		
Have your hair shaved off or have extra-long arms?		
Have a pig's nose or have a dog's tail?		
Snore when awake or constant hiccups?		
Go to school forever or never leave your bedroom?		
Have straws stuck in your ears or a bucket stuck on your head?		

Health and Safety

Keep a good distance between each child

Rules for children

Remember to keep your distance from the others!

Outdoor learning resources

Socially Distanced Games

Duck Duck goose. A socially distanced variation on the classic playground game. As it uses names instead of touching it also helps consolidate new names in a class.

Key Stage: EYFS, KS1 & 2

Lesson time: 10 mins upwards

Preparation time: None

Resources: None

Instructions:

1. Children sit in a circle with 2 metres between each child.
2. Choose one child to be the start.
3. Children will be familiar with this game so it is important to ensure that they listen to the new rules before they start.
4. The child goes around the circle saying duck repeatedly when they get to the child they would say goose to, they say goose followed by the child's name. Both children run around the circle in the same direction – the first child to sit back in the empty space wins that round.
5. The child left standing then goes around saying duck, duck etc
6. Please note - if observing strict distancing as in lock down – draw a large circle with chalk wider than the perimeter of the circle the children are sitting in. The child who is saying duck, duck must stay on the outer edge of this circle and the goose must move out to run.

Health and Safety

Keep a good distance between each child

Rules for children

Remember to keep your distance from the others!

GROW TO SCHOOL

Outdoor learning resources



Team building - The whistle game

This simple game is one of our favourites, the benefits to children and teachers are enormous and we use it daily to start Grow to School sessions. It encourages good listening skills, giving the teacher control and boundaries when working outside and children from ages 5 to 11 love it!

Outdoor learning resources

Team building – the whistle game

This simple game is one of our favourites, the benefits to children and teachers are enormous and we use it daily to start Grow to School sessions. It encourages good listening skills, gives the teacher control and boundaries when working outside and children from ages 5 to 11 love it!

Key Stage: KS1 and 2

Learning objectives: Working together as a team

Activity time: 10+ mins

Preparation time: 0 mins

Resources: A whistle and hoops

Instructions:

1. Divide the class into four teams.
2. Give each team a hoop of a different colour red, yellow etc. If you do not want to use hoops, give each team a base to work from. Could be a corner of the playground or a feature.
3. Ask the teams to go to their base.
4. Explain you will give the signal "Move" and the children can start to move around the area. They will want to run, so if you do not want them to, simply replace the word move with walk. Similarly, if you do not want them to go too far limit the area they can move in by showing them – e.g. not past that line, the corner of that wall, that tree etc.
5. Next explain that when they hear one blow of the whistle they must freeze, if they hear two blows they must return to their base.
6. Shout "Move!" and wait a bit before blowing the whistle once, wait for everyone to freeze before calling "Move!" again. Keep practicing with one whistle until they are all stopping quickly, praising lavishly those who are quick at stopping.
7. If any children are not following your rules, e.g. running when you said walk or straying beyond the boundaries you specified, blow the whistle once to remind them. If they continue blow the whistle twice to bring everyone back to base and reiterate the rules again.
8. When the whole class stops instantly at the first whistle, blow the whistle twice. They should all run back to their team's base.
9. Repeat the activity until you are happy they are listening. Then introduce a three blows of the whistle with an activity of your choice - walk like an Egyptian, a silly action, star jumps etc.
10. Now enjoy blowing your whistle and seeing who is paying attention. Do not bring them back to their bases too often, but have fun blowing one whistle, then three then shouting move.
11. With older children you can introduce four or five whistles with accompanying movements.
12. The aim of this exercise is that when you are out with the children in any environment they know to stop what they are doing at one whistle and return to base – or you if you have specified this, on two whistles.
13. Play regularly with your class and after time as they get better allow them to choose their own movements and increase the amount of whistle blows.



Outdoor learning resources

14. If you are struggling with a class, using this activity in a limited space really helps them to pay attention and focus.

Health and Safety

Children must not touch other children but move around respectfully, with space between them.

Rules for children

Be mindful of others.

Listen carefully to the whistle.

GREEN TO SCHOOL

Outdoor learning resources



Team building - Line up games

An effective team building activity that can be used with any whole class. A quick ten-minute focus activity with the added bonus of being done in silence! During these Covid 19 times we would advise the children to not touch each other too. Adding another dimension for the need to communicate in different ways!

Team Games – Line Up

An effective team building activity that can be used with any whole class. A quick ten-minute focus activity with the added bonus of being done in silence! During these Covid 19 times we would advise the children to not touch each other too. Adding another dimension to the need to communicate in different ways!

Key Stage: KS1 and 2

Learning objectives: Working together as a team

Activity time: 10+ mins

Preparation time: 0 mins

Resources: None needed

Instructions:

1. Explain to the whole class you are going to give them some line up orders but they must complete them in silence.
2. Ask class to line up in order of height.
3. Other ideas:
 - By age
 - By first letter of surname
 - By first letter of first name
 - By length of first finger on right hand
 - By size of feet
 - By month of birth (Give them a little while to come up with a system of working this out without talking)
4. Remind the children that no talking/whispering is allowed so they will have to find other ways of communicating

Health and Safety

Children must not push or shove to get others to move and must work respectfully.

Rules for children

Be mindful of others.

No talking or whispering.

Listen carefully to instructions.

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Outdoor learning resources



Stone Age Hunter Game

A simple and fun challenge, that looks like a carefully orchestrated hunt or choreographed dance to any observer not in the know. This game can be adapted as part of recovery, imitation helps spark neuro transmitters and reawakens the brain in preparation for learning.

Outdoor learning resources

Stone age – hunting game

A simple and fun challenge, that looks like a carefully orchestrated hunt or choreographed dance to any observer not in the know. This game can be adapted as part of recovery, imitation helps spark neuro transmitters and reawakens the brain in preparation for learning.

Key stage: KS2 Year 3/4

History: Stone age

Science: Animals including humans

Learning Objectives:

History: Understanding the needs of prehistoric people to survive

Science: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Lesson time: 50 mins

Preparation time: 0 mins

Resources: None needed

Instructions:

1. Split the class into four teams and tell them they are hunters.
2. To hunt successfully clans had to follow instructions from the team leader and work together as one unit to prepare for a kill. Explain they will all have a go at being the team leader.
3. Discuss the importance of silence, not just not speaking, but any other noise too as animals have incredible hearing. All instructions must be given as actions. The easiest way for this to happen is for the leader to do the action and the others to copy.
4. Model creeping along, stopping, shushing with fingers on lips, using your fingers to point to your eyes, then to an imaginary animal. Creep forward, raise spear, creep forward, throw spear etc. etc.
5. The teams have to work in lines, with the leader at the front.
6. Each team member copies the person directly in front of them, so everyone must be very exact with their movements.
7. Explain that you will blow the whistle, clap or use another other noise about every five minutes and the leader has to go to the back and the next person in the line becomes the leader.
8. Encourage the teams to make maximum use of the school grounds, hiding behind trees, shrubs, walls etc.
9. Observe which team is working best as one unit – they will be the winners.
10. Let the other teams watch the winning team to see how it is done and how magical it can become.

Health and Safety

Remind children to keep safe and not to bang into other teams or each other

Rules for children

Work slowly and carefully

Keep silent

Watch the person directly in front and copy their actions

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Outdoor learning resources



Animals including humans – Animal relay

A great team game, that allows for socially distancing. A useful activity for any recovery curriculum as helps to reengage children with their friends and their learning. This has maths links too for older children depending on the animal that is chosen.

Outdoor learning resources

Animals – Local animals relay (Covid 19 version)

A great team game, that allows for socially distancing. A useful activity for any recovery curriculum as helps to reengage children with their friends and their learning. This has maths links too for older children depending on the animal that is chosen.

Key Stage: KS1 and 2

Science: Animals including human beings

Maths: Geometry

Learning objectives:

Science: Identify and name a variety of animals that are local to the UK

Maths: Recognise, name and draw common 2-D shapes, including the number of sides and line symmetry in a vertical line

Activity time: 20+ mins

Preparation time: 0 mins

Resources: Access to sticks, a hoop or shower curtain, if identifying shapes white board pens and labels. Geometric animal pictures to model from.

Instructions:

1. Split class into small teams – up to four in each team.
2. Explain that each team is to create a picture of an animal that is common to the UK. Ask the class if they can name any wild animals in the UK.
3. Create working areas for each team, this could be a hoop or cut up shower curtain or just a designated area. The children must have a marked spot they stand on and return to. The children stand in a circle around the hoop or area, allowing for social distancing where necessary.
4. There are two options from here. Either give each team a separate picture or give each team the same picture and allow them to directly compete against each other. Place the picture on the ground next to the area the team will work in. There is no reason for the children to touch the picture.
5. Ensure that each child knows where they must stand around their hoop or shower curtain. Flat rubber sports markers are ideal for this.
6. The rules of the relay are as follows: children must stay on their marker or spot. One child runs to get ONE stick and returns to place the stick in position on the shower curtain or in the hoop to start the picture.
7. The other children in the team can help the child by explaining the best place to put the stick. They can use the alphabet on the sheet (if applicable) as a guide or discuss the placing of each stick as a team. They must not touch the stick. Once the stick is in place it can no longer be touched.
8. When the team is happy the stick is in the right place, the next child goes to get another stick. The group might wish to discuss which stick they are getting next. Using the picture as a guide. The sticks in the pictures are labelled to help facilitate this.
9. The relay continues until the picture is complete.
10. Any team that finishes early can either label the shapes or 'colour in' the picture using natural materials and the same relay method.
11. Don't forget to take photos of the finished animals!

Outdoor learning resources

Health and Safety

Only let one child from each team get a stick at any one time.

Remind the children that they are only to touch the stick they have brought. Once it is in place it must not be touched again.

To clear up after the activity – if using shower curtains scoop up and place in dustbin area of site – see Covid 19 health and safety guide for working outside. If using a hoop, scrape the contents to the dustbin area or use a broom or dustpan to remove them.

Rules for children

Be mindful of others

Listen carefully to instructions

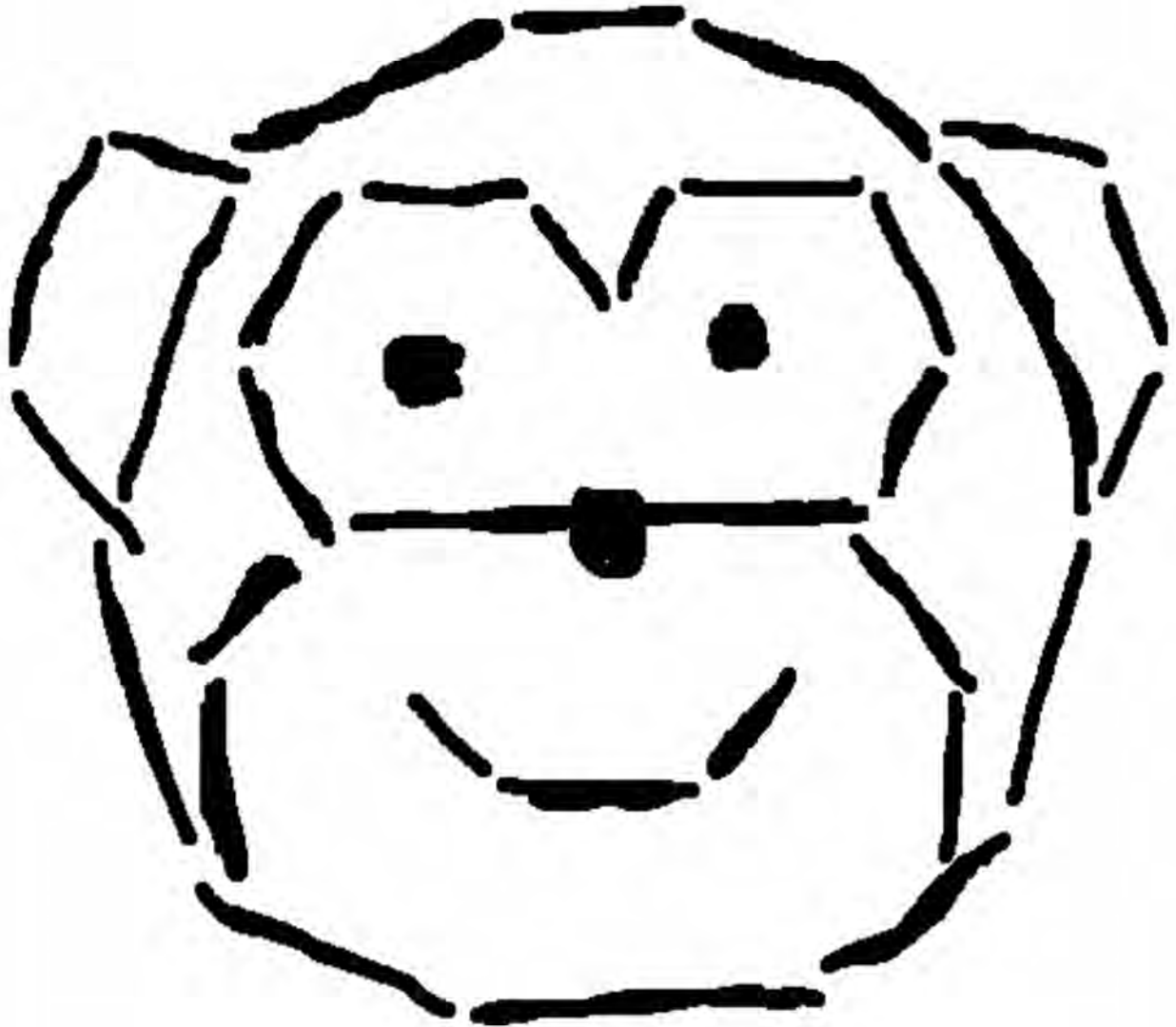
Wash hands after activity

This is a relay so the next person cannot run to get their stick until the previous person has returned to their marker

Monkey Relay

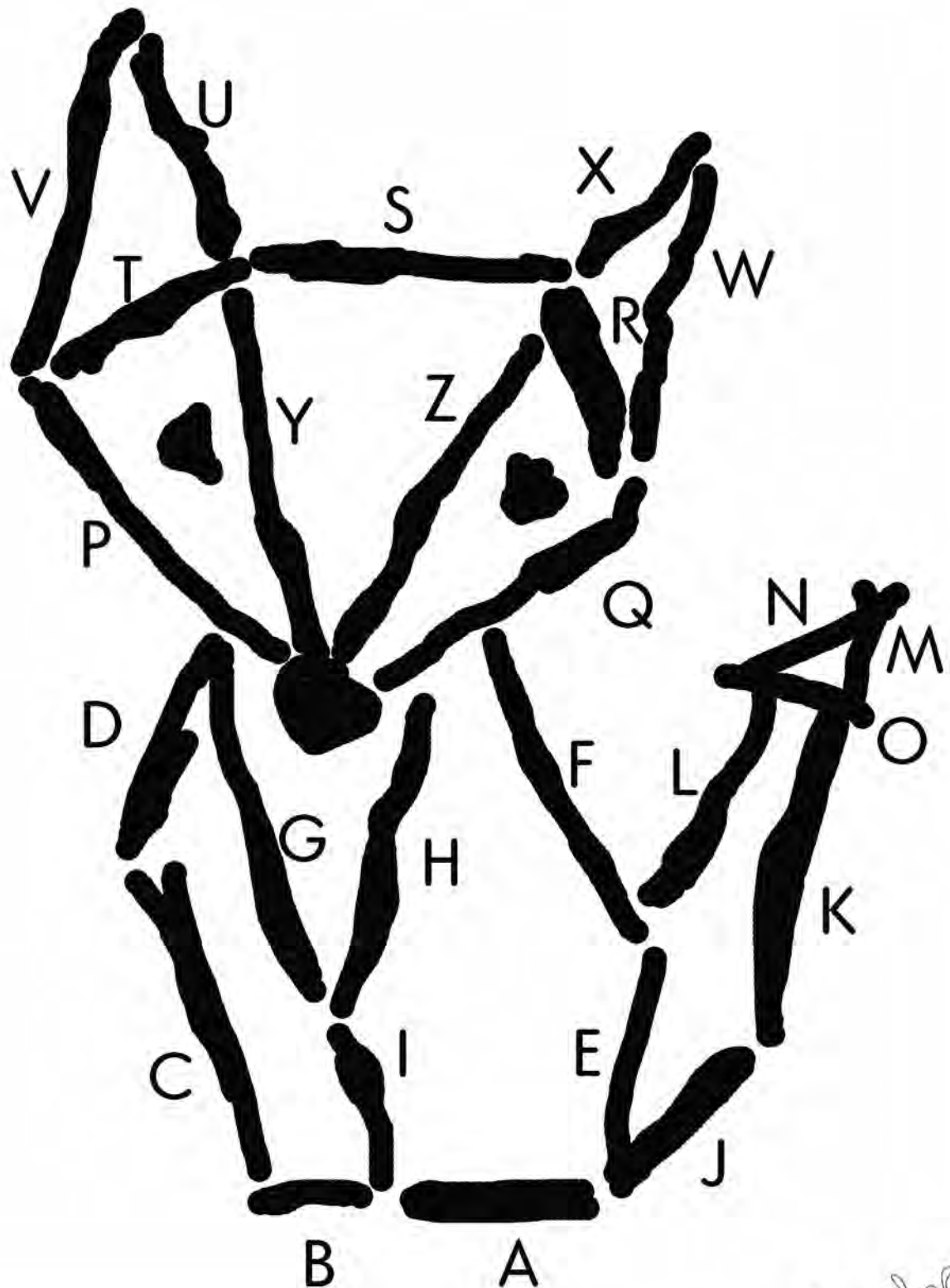
20

Make this picture of a monkey one stick at a time. Finish your picture by using stones for the eyes and nose. If you have some time left can you colour it in with leaves?



Fox Relay

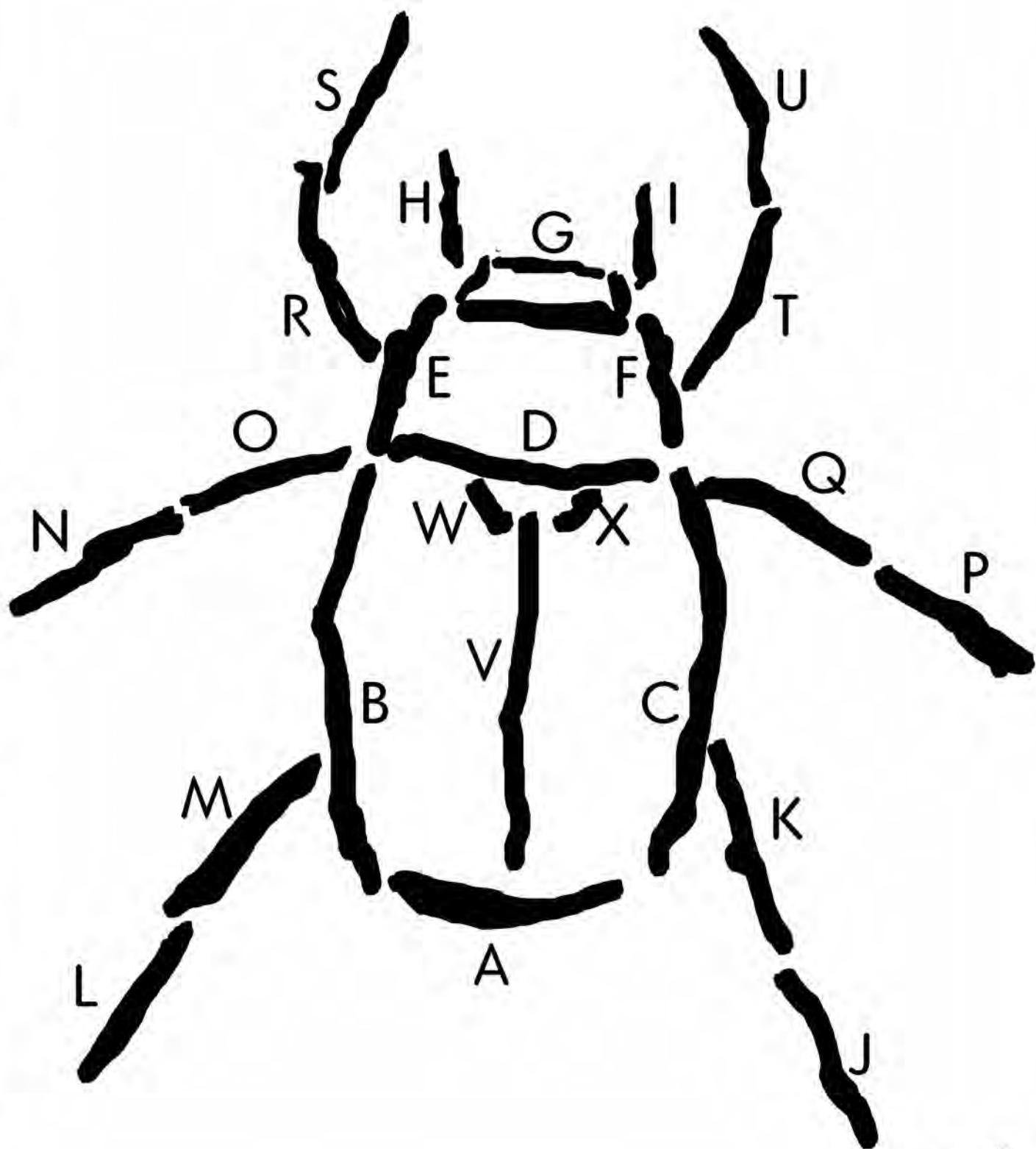
Make this picture of a fox one stick at a time. You can use the alphabet to help you lay the sticks in order. Finish your picture by using stones for the eyes and nose. If you have some time left can you colour it in with leaves?



Beetle Relay

22

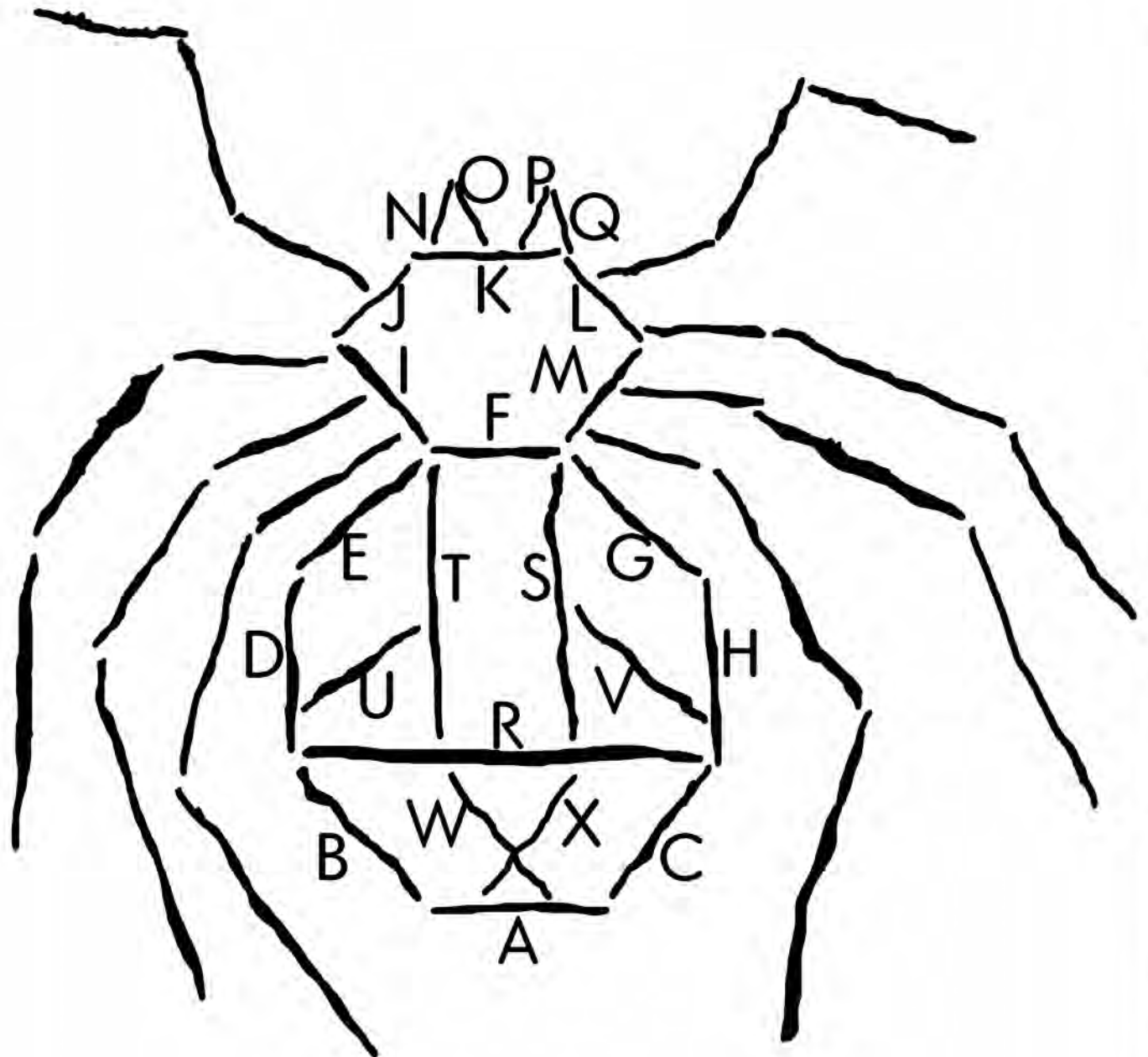
Make this picture of a beetle one stick at a time. You can use the alphabet to help you lay the sticks in order. Finish your picture by using stones for the eyes and nose. If you have some time left can you colour it in with leaves?



Spider relay

23

Make this picture of a spider **one stick at a time**. Start by making the body. You can use the alphabet to help you make the picture and lay the sticks in order. Finish your picture by adding the legs. When you have finished see how many geometrical shapes you can find.



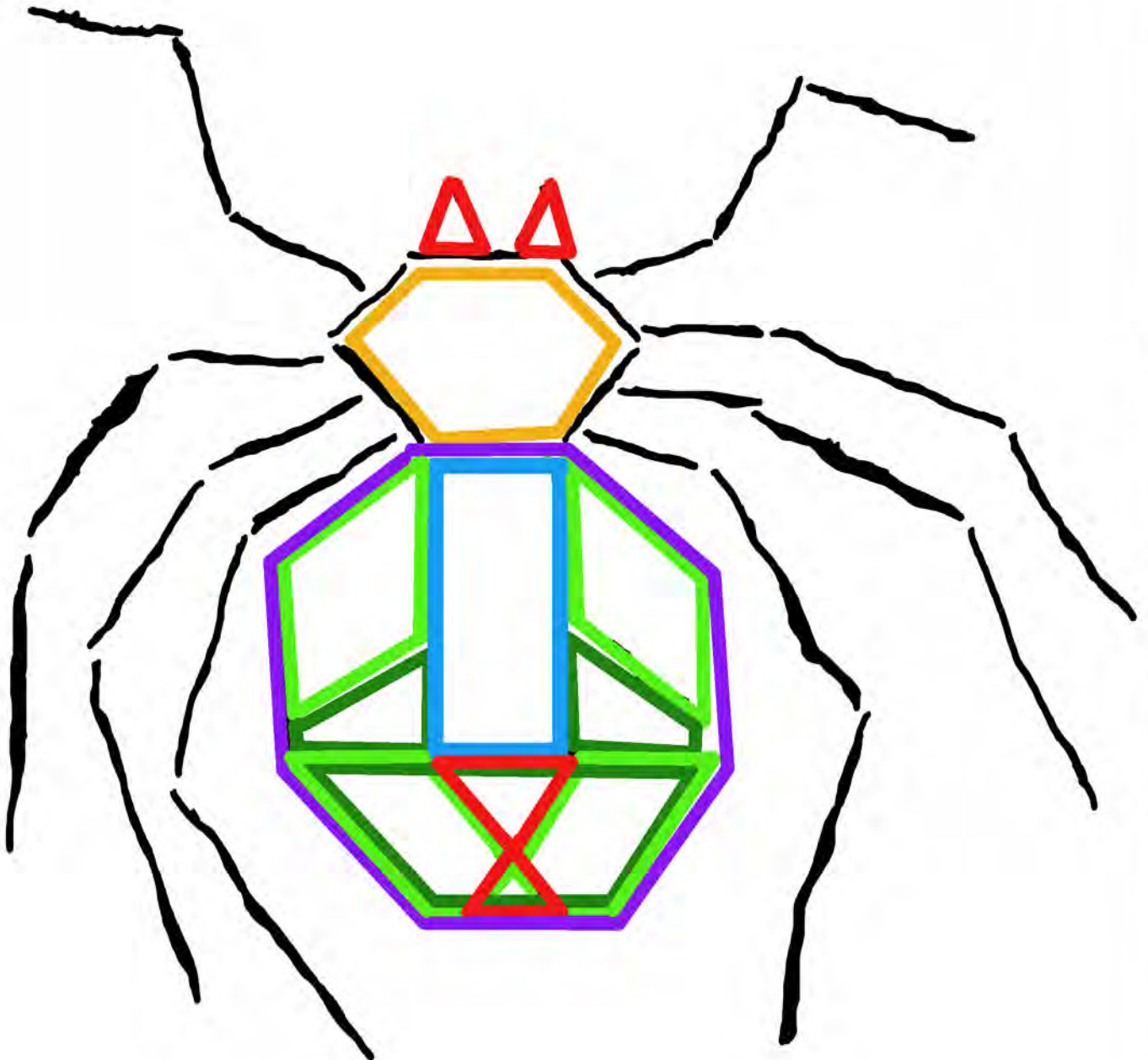
Spider relay

24

Answers to geometry. (There are many shapes hidden in the spider - but here are the main ones)

4 Triangles, 4 parallelograms, 1 rectangle, 1 hexagon,
1 octagon, 3 trapezoids.

Can you find anymore?



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Outdoor learning resources



Sticks and stone monument

A mindfulness activity that encourages children to use their awareness and imagination to find their stone or stick. By encouraging children to use all their senses (except taste!) they can listen to find out which stone or stick is talking to them. A word of warning younger children can get upset that the sticks and stones aren't really talking!

Outdoor learning resources

Stick and Stone monument

A mindfulness activity that encourages children to use their awareness and imagination to find *their* stone or stick. By encouraging children to use all their senses (except taste!) they can listen to find out which stone or stick is talking to them. A word of warning younger children can get upset that the sticks and stones aren't really talking!

Key Stage: EYFS, KS1 & 2

Learning Objectives:

Study an object using all senses

Lesson time: 50 mins

Preparation time: 5 mins

Resources: Access to natural materials

Instructions:

1. Split the class into four teams.
2. Choose whether the children are going to collect sticks or stones, one of each or a combination of the two before the activity starts.
3. Explain that every stick and every stone has a human partner. That somewhere out there is a stone or stick that matches them perfectly. If the children know Harry Potter you can compare this to the different types of woods chosen by Olivander, the wand maker.
4. Allow each team to time to find their stone or stick, it must fit comfortably in their hand and they must really see and feel it. Explain that if they listen carefully they might even here the stone or stick say their name!
5. Call the teams back together, bringing their stones and sticks with them.
6. There are several options from here: you can make magic wands by wrapping the sticks with wool, paint your stones or continue to build monuments.
7. Ask each child to close their eyes and imagine filling their stone or stick with all the super hero qualities they would like. They have to be real superhero qualities though not pretend e.g. bravery, friendship, kindness etc.
8. Once they have done this the teams must find a special spot where they are going to build a monument to their team and place all their stones and sticks.
9. Let each team build their monument, they can collect more materials if they like or use the ones they have already.
10. If any team finishes early explain that outdoor learning is never finished and their monument can be built upon and improved.
11. Don't forget to leave time to look at everyone's monument and take photos!
12. Explain to the children that in nature nothing lasts and that their monument will change and bits will disappear, perhaps the whole monument will vanish. This is the magic of nature, it changes all the time. But their place, the spot they chose will always be filled with those super hero qualities their stones and sticks left there.

Health and Safety

Use general guidelines for working with natural materials

If children are collecting remind them to be aware of what they are picking up and that they are only allowed to use natural materials that are on the ground. They must not take living plants or leaves without permission.

Outdoor learning resources

Rules for children

Everyone in your team must have a job

Listen carefully to instructions

Wash hands after activity

GR TO SCHOOL

Outdoor Learning resources



Habitats - The estate agent

A fantastic STEAM resource that can be adapted to suit any topic throughout KS1 and KS2. KS2 classes will enjoy using persuasive language to help sell their homes – why not film them in their own advert?

Outdoor learning resources

Habitats – The Estate Agent

A fantastic STEAM resource that can be adapted to suit any topic throughout KS1 and KS2.
KS2 classes will enjoy using persuasive language to help sell their homes – why not film them in their own advert?

Key Stage: KS1 and KS2

Science: Habitats

English: Persuasive language

History: This activity can suit most topics – Romans, Anglo Saxons, Greeks, Ancient Egyptians, Mayans, stone age etc.

D and T: Construction and engineering

Maths: Data handling

Learning objectives:

Science: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

D and T: Select from and use a range of materials and components according to their functional properties and aesthetic qualities

Maths: Converting tally charts to bar graphs

English: Use persuasive writing to write an advert to sell a property

Activity time: 50 mins

Preparation time: 10 mins

Resources: natural materials, 4 x mythological activity sheets (if using), data handling sheets for later, white boards and pens or Ipads

Instructions:

1. Divide the class into four teams.
2. Each team is to construct a home/building. Choose the topic related to area of study e.g. History: Roman Villa, Long Barrow, Round house, temple, jungle hut or Fantasy: a home for a hobbit, troll, dwarf, dragon etc.
3. Allow the children the freedom to build what they want but they must think about where they are building it and the requirements for the inhabitants.
4. When each team has finished they must come up with an advert to sell their house to the others. This can be done later in class as a literacy project or outside as an advert and filmed.
5. Leave the houses for a few weeks and then revisit to find out who has actually moved in. The house will become a form of bug hotel and can be used as part of a data handling activity.

Health and Safety

Use general guidelines for working with natural materials

If children are collecting remind them to be aware of what they are picking up and that they are only allowed to use natural materials that are on the ground. They must not take living plants or leaves without permission.

Rules for children

Everyone in your team must have a job

Listen carefully to instructions

Wash hands after activity

The Wood Elf



Habitat

Wood elves live in forests and woodlands. They are masters at camouflaging their homes in the environment.

The wood elf is a very skilled craftsman and can create beautiful and magical environments that enchant any humans who stumble into their villages – generally called cities.

They have walkways in the trees linking different areas and love the sound of running water so are often built near streams and rivers.

Elves are omnivores but generally stay vegetarian except on major feast days when a animal maybe slaughtered.

Their habitats can be heavily decorated with natural objects, planting and flowers. As well as decorative crystals, stones and other sparkling gems.

The Grendel



Habitat

The Grendel lives in a dark scary environment. It is wet and marshy, a bit like the moors. He has a dark, damp cave or hovel in which he hides during the day. If there is nothing suitable naturally, he will create a cave using stones covered in mud, moss and grass.

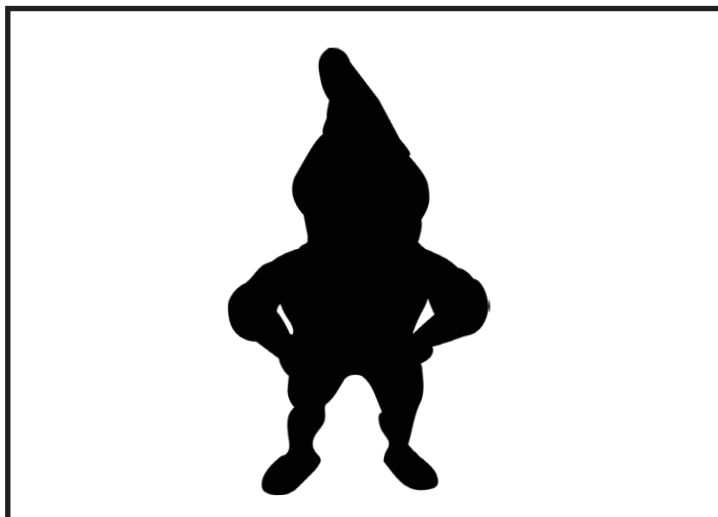
He appears at night and raids Anglo Saxon houses and towns although he lives far away from people.

His habitat is described as being hell like in stories.

He needs water and shelter, but his food – humans – he must hunt for.

He casts a spell around his home making all weapons unusable so he cannot be attacked. He marks the edge of his territory with terrifying skeletons and bones of his prey.

The Dwarf



Habitat

Dwarves generally live underground in caves and tunnels although they also have been known to use hollowed out tree trunks as homes.

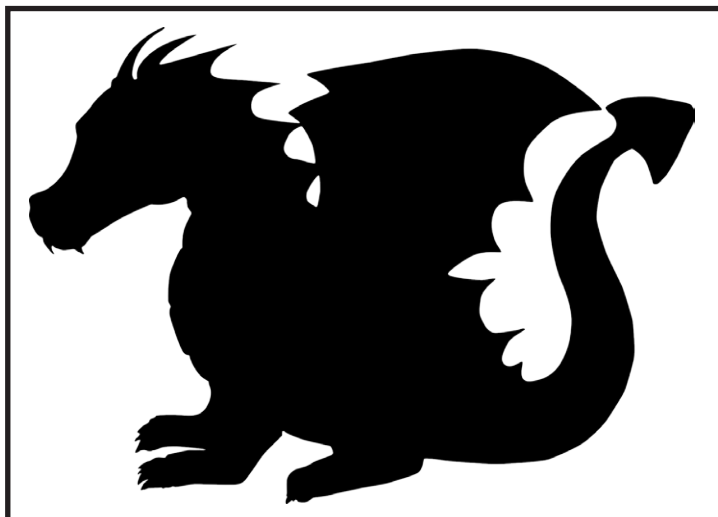
Dwarves are skilful architects and builders who mine for stone, metal and crystals. Their buildings tend to be solid and large but unlike elfin cities they are roughly built and ugly.

Dwarves do not like direct sunlight so tend to build in dark places and they use large fires to keep themselves warm.

Water is a very important part of a dwarf habitat as they use it to help in mining and metal work.

They are carnivorous creatures and hunt in groups for any animals that they can find – including on occasion humans beings.

The Dragon



Habitat

Dragons live in many different habitats around the ancient world. You have been given the habitat of a bearded dragon.

The Bearded Dragon lives in dry woodlands and deserts. It spends much of its waking hours in bushes and trees, and is also found basking on rocks.

When it is extremely hot, it will burrow underground. It is an omnivore and forages for food such as insects, lizards, mammals, fruit, flowers and other plant material during the day time.

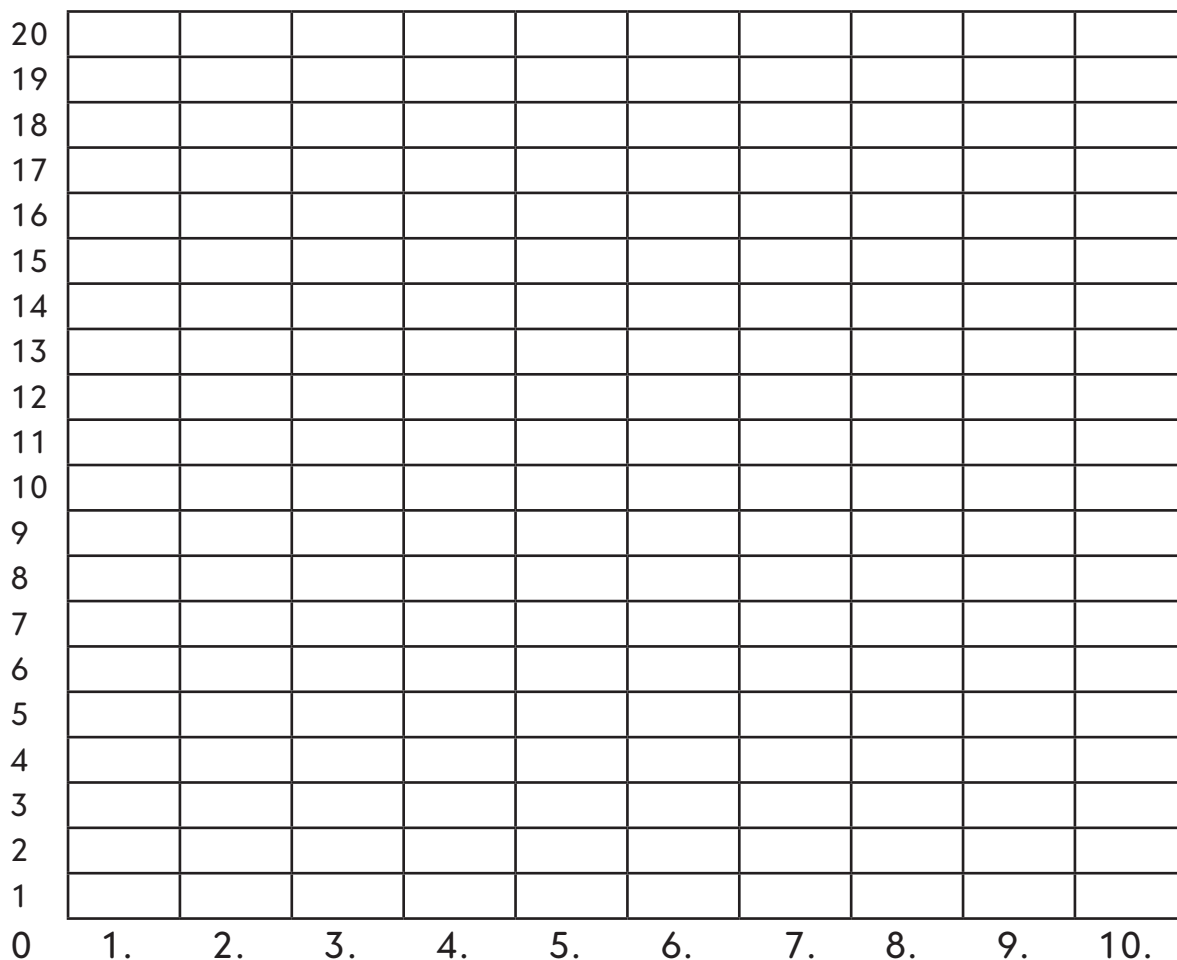
It needs access to water, but it is important it has open places where it can sunbathe as it is a cold blooded creature and needs to warm its blood in order for it to breathe fire.

NAME:

DATE:

Mini beast (x axis)	Number (y axis)	Mini Beast (x axis)	Number (y axis)
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Number
y axis



Mini beast
x axis

GROW TO SCHOOL

Outdoor learning resources



English - Just so stories

We have put this activity in as an example of how outdoor learning can be used. For younger children they could simply illustrate a picture from a story book. Another alternative is to read a short passage and ask them to image what comes next and create a picture to illustrate this.

Outdoor learning resources

Literacy – Just so Stories

Can be adapted to fit Aesop's fables. Children will love thinking of bizarre stories to explain how these common British creatures came about!

Key Stage: KS2

English: Descriptive language and storytelling
Art: Illustration

Learning objectives:

English: Writing a story with a moral
Art: Creating a picture to illustrate a story

Activity time: 50 mins

Preparation time: 5 mins

Resources: One each of the story sheets, 4 x shower curtains, natural materials

Instructions:

1. Read a Just So story and discuss in class before this activity
2. Divide the class into four teams
3. Give each team a story sheet and tell them they have to come up with their own inventive story based on the title
4. Give each team 15 minutes to come up with a story
5. Give each team a shower curtain and ask them to illustrate their story with a picture using natural materials
6. Don't forget to leave enough time to gather around for each team to have the time to tell their story and to take photos of their illustrations
7. Back in class they can write up their stories and use the photo as an illustration

Health and Safety

Use general guidelines for working with natural materials

If children are collecting remind them to be aware of what they are picking up and that they are only allowed to use natural materials that are on the ground. They must not take living plants or leaves without permission.

Rules for children

Work slowly and carefully

Everyone from your team must have a job. If someone is left out give them a job to do

Wash hands after activity

How the squirrel got its fluffy tail



Interesting facts to help you write your story:

- Famous for hiding and storing food for winter
- They lose 25% of their buried food to thieves!
- They can fall up to 30 metres without hurting themselves
- They can eat their own body weight in a week
- They are amazing acrobats and can perform incredible stunts including walking along wire to get to food
- They are very fast and have been recorded as running at 20 miles an hour!
- They can see behind them when they are looking forwards!
- They can jump up to 20 feet with their powerful hind legs
- They run in a zig zag fashion to escape predators
- They can smell buried food a foot underground
- Sometimes they pretend to bury food to throw potential thieves of their real hiding places!
- Their teeth never stop growing

How the magpie ended up black and white



Interesting facts to help you write your story:

- Famous for stealing shiny things although this might be a myth
- Very sociable and live in large numbers
- They are omnivores and will eat just about anything
- They steal other birds eggs and chicks in springtime to feed their own chicks
- They make huge scruffy nests
- They are very agile in the air due to their long tail
- They are very vocal and chatter to each other
- They can recognise themselves in a mirror
- They are members of the crow family
- They are intelligent birds and like other members of the crow family can learn to imitate sounds and even talk!
- They can sleep in family groups of up to 200, but always fly off at day break

How the fox got a white tip to its tail



Interesting facts to help you write your story:

- Foxes are very sly and can creep around without being heard or seen
- They are great thieves and will steal anything they think is edible
- They live underground in holes
- They love living around people, there are now more foxes in cities than there are in the countryside
- They have amazing hearing
- They have eyes similar to a cat, with verticle pupils. This helps them to see in the dark
- They are very fast and can run up to 30 miles an hour
- They are nocturnal animals
- They are very playful even as adults
- They make great parents and really care for their young

How the blackbird go its yellow beak



Interesting facts to help you write your story:

- The most common songbird in Europe
- The blackbird often sings after rain
- Only the male is black with a yellow beak, the female is brown
- The male is very lazy, the female builds most of the nest!
- Only the female sits on the eggs!
- The male does help to feed the chicks though!
- They are known as garden birds and can often be seen in gardens looking for food
- They do not move very far from where they were born
- They can live up to 20 years old
- They mate for life
- They are omnivorous and will eat bugs, worms and insects as well as berries and fruit
- The more orange a beak is the more respect the male gets from other males. Female blackbirds aren't bothered though!
- They fight off other males by raising their head high then ducking down and raising their tails up - known as bowing and running!

GREEN TO SCHOOL

Outdoor learning resources



English - Magic potions

This is a great activity for all ages, it fires the imagination for some great writing back in class and can be used for both narrative and non-narrative styles of writing! Why not create a magic medicine - what would it cure? It can be used as part of a recovery curriculum as a springboard to open discussion about Covid 19.

Literacy – Magic Potions

This is a great activity for all ages, it fires the imagination for some great writing back in class and can be used for both narrative and non-narrative styles of writing!

Key Stage: EYFS, KS1 and KS2

English: Descriptive language, poetry, drama, instructional writing and storytelling

Learning objectives:

§ There are so many learning objectives that fit this activity it would take a few pages to write them all down. So we have listed a few ideas that this activity can fit into.

EYFS and KS1: Any witch/wizard magical story – use for simple rhyming words, simple instructional writing

KS2: Harry Potter, George's magical medicine, How to train a dragon, Macbeth and any other books with magic, witches or potions in them – use for any of the writing styles listed above including drama and role play.

Activity time: 50 mins

Preparation time: 5 mins

Resources: Pots, buckets or trays for mixing in, water, whiteboards and pens, soil and natural materials. Additional resources – food colouring or paint to colour the water

Instructions:

1. Divide the class into four teams.
2. Explain that the children are going to make a magic potion.
3. For older year groups they must decide what they are going to put in their potion before starting. Encourage them to use their imagination and to write down their ingredients. E.g. 5 toad's tongues, 3 dragon scales etc. Allow 10 minutes for each team to decide the ingredients.
4. For younger year groups it might be necessary to give them some ideas first.
5. Ask each team to go and find the ingredients for their potion. They have to use their imagination to transform the natural materials into the list, e.g. soil can become powdered unicorn horn.
6. Explain you have the final ingredient – the magical liquid, they must decide what this is e.g. rat's blood.
7. They must measure out the exact amount of liquid for their potion and mix it.
8. There are several options available now – teams can write a spell – using rhyming words, write a recipe, act out their story (Macbeth – they can create a pretend fire – or real if you have the necessary skills and grounds, and act out the witches reading their spells), create a story of what happens next, create labels for their potion – the list is endless!
9. Don't forget to take photos of the potions!

Outdoor learning resources

Health and Safety

Use general guidelines for working with natural materials

If children are collecting remind them to be aware of what they are picking up and that they are only allowed to use natural materials that are on the ground. They must not take living plants or leaves without permission.

Rules for children

Work slowly and carefully

Everyone from your team must have a job. If someone is left out give them a job to do

Wash hands after activity

GROW TO SCHOOL

Outdoor Learning resources



Animals including humans - Animal Cafe

A fun way to inspire an imaginative and creative approach to what animals need to survive. Children love creating fantasy worlds and will surprise you with the novel methods they will use to feed their animal.

Outdoor learning resources

Animals – Animal Cafe

A simple physical activity that reinforces the key words: Hunter, Prey, Herbivore and Carnivore

Key Stage: KS1 - 2

Science: Animals including human beings
Living things and their habitats

Learning objectives:

Identify and name different sources of food.
Describe the basic needs of an animal.

Activity time: 50 mins

Preparation time: 0 mins

Resources: None needed.

Instructions:

1. Split the class into 4 teams.
2. Explain they are going to be making an animal café. First they must choose which animal they are going to be attracting to their café. (This choice can be influenced by your topic or choose a native animal)
3. Ask the children to find a suitable place (habitat) for their café, they will need to explain why they chose that spot later.
4. Now ask the children what are the nutritional needs of their animal. They need to forage to find what they need and use their imagination when an item cannot be found.
5. Once they have a collection they create a table in their café and place all the foraged goods on it.
6. Leave time for everyone to look at each other's work and see if they can guess what type of animal the café is for.
7. Revisit the cafes after a week to see if anyone has eaten any of the food. If yes, who do they think it was?

Health and Safety

Use general guidelines for working with natural materials.

If children are collecting remind them to be aware of what they are picking up and that they are only allowed to use natural materials that are on the ground. They must not take living plants or leaves without permission.

Rules for children

Be mindful of others.

Everyone in the team must have a job.

Listen carefully to instructions.

Wash hands after activity

GREEN TO SCHOOL

Outdoor learning resources



Geography - Map my kingdom

We have included this activity as we used it during lockdown. Children made their bedroom (real or imagined) in miniature in a school tray. This opened up discussion around lockdown. The children could make their classroom, school or other room if working in teams. This activity also allows creative work using natural materials in a playground.

Outdoor learning resources

Map my Kingdom

A great activity that teaches children of all ages the difference between a plan and an artistic drawing and helps to direct them towards map making and keys.

Key Stage:	KS2
Geography:	Maps and Plans
History:	Any historical topic e.g. Roman Hadrian's wall, Viking village etc.
English:	Literature

Learning Objectives:

Geography:	Describe and understand key aspects of physical and human geography Use field work to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies
History:	Gain historical perspective by placing their growing knowledge into different contexts, understanding the contexts between cultural and social history
English:	Understanding what they read, participate in discussion about books

Lesson time: 50 mins

Preparation time: 5 mins

Resources: 4 school trays/drawers, natural materials, soil and or sand, clipboards – one each or one between two, pencils

Instructions:

1. Split the class into four teams.
2. Explain that they are going to make a miniature landscape, this could link to a history topic, English topic, or other geography topic.
3. Explain that they must include physical and human features in their landscape.
4. Give each team some time to decide what their landscape will be.
5. Encourage everyone in the team to get involved and enjoy the creativity the children will show as they let their imaginations run wild.
6. Give the teams around half an hour to finish their landscapes.
7. When they have all finished explain to them that they now have to draw a map of their landscape. Explain that to do this they must draw a plan, looking down on their landscape as a bird would do if it was flying overhead.
8. Encourage them to create different textures for different features in their map and then to create a key. It is a good idea with lower KS2 to ask them to draw the key first, before the map.
9. This project can be continued to create scaled maps of their landscape through measuring the real landscape and then halving their measurements to create a scaled map, 1:2 or quartered 1:4.
10. Don't forget to leave time to look at everyone's miniature landscape and take photos!

Health and Safety

Use general guidelines for working with natural materials

If children are collecting remind them to be aware of what they are picking up and that they are only allowed to use natural materials that are on the ground. They must not take living plants or leaves without permission.

Outdoor learning resources

Rules for children

Everyone in your team must have a job

Listen carefully to instructions

Wash hands after activity



Want to take your class outside but worried about social distancing and cross contamination from equipment and loose parts? So are we!

Grow has been reading much of the research and articles encouraging schools to take children outside, but the information is confusing when compared with government advice to schools. What if a child picks up a stick and drops it then another child picks it up? How can you have a seating area for outdoor learning and use it with more than one class bubble? The list of contradictions seems endless. This article will look at some of these issues and how we are tackling the contradictions. We don't be any means have all the answers but firmly believe that with a little common sense and imagination we can help you get children outside.

Outside versus Inside

First and most importantly it is safer to have children outside than in.

This is recognised by the government who state in their advice to schools: *Use outside space: for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff* (Guidance Coronavirus (COVID-19): implementing protective measures in education and childcare settings Updated 1 June 2020)

This statement – more easily allow for distance between children and staff – is not echoed by our experience or from teachers and teaching assistants who have worked with children during lockdown. In class children are fixed to one spot, it is easy to keep that distance. Outside they are moving around, are naturally drawn to each other and with lack of any other equipment to play with, tagging becomes the norm.

So how do we safely work with children outside without having them fixed to one spot? Current guidelines at the time of writing (28/06/2020) regarding close contact for transmission purposes states that close contact is:

- having face-to-face contact with someone (less than 1 metre away)
- spending more than 15 minutes within 2 metres of someone

The Welsh governmental advice is slightly more detailed:

- someone within 1 metre of you with whom you have had a face-to-face conversation, had skin-to-skin physical contact, you have coughed on, or been in* other forms of contact within 1 metre for* 1 minute or longer
- someone within 2 metres of you for more than 15 minutes

(Guidance: NHS test and trace: how it works – UK and Guidance: Contact tracing: your questions – Wales)

We can deduct from these that a child in the playground running around, having no physical contact with another child and constantly moving, is at little risk of transmitting the virus (providing they have not coughed or sneezed). To teach children about how to sneeze or cough correctly is paramount. A few minutes each day practising coughing and sneezing into elbows or shoulders reduces the risk and helps the action become a habit.

Using a risk benefit approach to this, the benefits of having children outside are greater than the likelihood of transmission, providing social distancing is still actively encouraged. Keeping the class bubbles intact and separate from each other further reduces this risk.



Seating and keeping social distance

Regarding fixtures especially seating in outdoor areas. We have thought long and hard about this, recommendations for stumps, stools etc. are all very well for one bubble, but are impractical when more than one class is in school. With some three form entry schools already having six classes back just for year 6, few schools have the space to have this amount of seating in their grounds.

Rubber flat sports marker disks are ideal for children to use during PE and outdoor learning. They retail about a £1 from sport and school suppliers. If each child has one with their name written on it, they can be taken out for any outdoor activity and put on the ground as an easy visual reminder where to stand or sit and where to return to during activities. If it is not possible to have one per child, they are easily cleaned between sessions. Another cheaper alternative is to cut up a yoga mat into squares or circles to use. We mark each one with a letter or picture using a whiteboard pen so children know which is theirs. You can buy cheap yoga mats from many supermarkets and online sellers. One mat will give about 24 markers.

Loose parts and natural materials

And so on to loose parts. Grow to School has continued to work in schools during lockdown, using strict risk assessments to reduce the risk of any cross contamination and loose parts has proved the most challenging aspect of the work we do. How, when children cannot share a pencil can we allow them to, even if accidentally, share a stick or other natural resource that they have picked up and then dropped?

We have two solutions to this and both eliminate the risk of cross contamination. The first, and the one we have used to great success, is the dustbin area.

Wherever you are working put out a hoop that ideally can stay in place. This hoop becomes the dustbin area – cheap metal pegs used for gardening are ideal at pinning hoops in place. If a child picks up something and decides not to use it, they must place it in the hoop. Nothing in the hoop can be used. Play a few games to establish this by letting children go and collect an item, if you are worried about distancing ask them to go one at a time. When they return to their spot ask them to study their object and decide whether to keep or discard. If they don't want it, they take turns to put it in the dustbin area. We have successfully used this method with children as young as nursery and so far have had a 100% success rate with children remembering to discard anything unwanted. At the end of the session each child puts all the materials they have used in the hoop.

Ideally leave the hoop in place for one week, the second week use another hoop and after the end of the second week, empty the first hoop and scatter the contents around the site. (After 1 week outside the contents of the first hoop will be safe to use again – guidelines suggest 72 hours so we are erring on the side of caution). Repeat this method indefinitely.

If you cannot leave the hoop out – place the hoop on a large sheet of plastic – a cut open dustbin bag is ideal. At the end of the session or day, gather up the contents in the plastic, so no need to touch them, and shake out the bag in an area the children are not allowed to enter, behind hedges for example.

The second alternative, which is ideal if you are going out regularly, is to give each child a bag with their name on it. Ask them to go out in the school grounds and collect items for use. This can easily be turned into an activity in itself, ten sticks, three small stones etc. For older children specify size e.g. a stick of 15 cm, one of 20 cm etc. This bag then stays with the child and can be repeatedly used for outdoor learning in the same way as a pencil case is in class.

This neatly brings us to our final recommendation. For those of you who have worked with us doing outdoor curriculum learning you will already know of our love for plain white shower curtains. We use them as a paper alternative for outdoor learning. In these Covid times, they have another use. By cutting up shower curtains into smaller 50x50cm squares each child can have their own, with their name written on it. The reasons for this are twofold. Like the markers it keeps the child returning to the same spot, but furthermore it contains all the objects the child has collected to use, making it easy to differentiate them from other items on the ground and separating those that have been touched from those that haven't. It makes it easier for the child to gather up what they have used to put in the dustbin area and has the added benefit of making a much better photo! After use they can be folded up or scrunched up (more realistically) and put in A4 plastic envelopes – the type used in ring binder files, and taken back to class. We buy our shower curtains from Asda at £2 a curtain which can be cut up into sixteen 50x50cm squares.

Why not create an outdoor learning kit for each child – containing a disc marker or some chalk, a collection of natural materials as resources and a piece of shower curtain? They can be taken in and kept on their peg to be used for a variety of outdoor learning activities.

We are aware that this is a scary time for many teachers and school staff, but hope this article has focused on solutions without reducing strict measurements that have to be followed.

If you have any questions regarding outdoor learning during these times, please do not hesitate to get in touch. We work from the ground up (literally!) so all our ideas have been tried and tested in school grounds ranging from tarmac squares to woodland areas and everything in between. Have fun and stay safe everyone, from the Grow to school team.

*please note we have corrected this from the original text that appears to have mistakes – see <https://gov.wales/contact-tracing-your-questions> for original text.

Managing behaviour outside

Taking children outside has loads of proven benefits but it is never as easy as it sounds when children are running around, not engaged and not listening. The dream of groups of children working together absorbed in their task seems so far away from the reality experienced by many teachers when they go out. The result is many teachers are put off and don't reap the benefits.

There are simple and familiar steps that can instantly make you, the teacher, feel more in control, the children more engaged and the whole experience to be more enjoyable for everyone, but especially you!

The problem

Before we look at the solutions we need to unpick the problem. Why do children get so giddy (to use a great Yorkshire word) when they go out? When schools go back after lockdown, I suspect we will see more of this excitable behaviour not less.

Fear and excitement are very closely linked and for some of the children it will be anxiety that is causing the wild behaviour. For others it will be pure excitement, but the result is the same. Adrenalin is coursing through their bodies. While we all know that being in a green space is calming, woodland can sometimes make the situation worse, as animal instincts kick in and the lack of visibility creates a further rush of adrenalin. This is particularly true of children who may already suffer from attachment issues or trauma. These numbers could increase when we all go back to school. The recovery curriculum that many schools are constructing now reinforces many of the methods we have used over the last 10 years to help children to adjust and self-regulate so happy engaged learning takes place.

The solution

The first and most important thing for any teacher to realise is that if you are stressed, anxious or worried, this will increase the adrenalin levels in your own body but also that of the children. You have to feel relaxed, calm and comfortable. In reality, you have the knowledge already, but currently apply it in a different setting – the classroom. The same rules work outside we just forget this. To start, it is necessary to take small steps. Keep it short and controlled the first few times outside and always give clear instructions. As you and your class learn that no walls does not mean no boundaries, you will all settle into your new routine and everyone can relax and reap the benefits of the great outdoors.

Step 1. When you start going out, choose a dry, warm and not windy day.

Step 2. Stay in open spaces, close to the school building.

Step 3. Start the session with the children standing in a large circle.

Step 4. Clearly and calmly explain what is going to happen, that the same rules apply outside as inside e.g if you want the children to listen you will use the same method as you use in class – counting down for example.

Step 5. Play a simple game to activate the class and burn off a little of the adrenalin (e.g. circle games or whistle game) followed by a short but focussed activity (e.g Stone Age hunter game or stick and stone monument).

"The key to behaviour in outdoor learning was simple - follow outdoors what you do indoors. I also found creating routines around outdoor learning were key. They allowed the children to naturally rise to the expectations I had for their behaviour and learning beyond the classroom"
Carmel Phillipz teacher

GROW TO SCHOOL

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Building Confidence to take the Curriculum Outdoors



Health and Safety

- Way up risk to benefit and use dynamic risk assessment as you go along
- Encourage children to help write risk assessments
- If in doubt discuss with Health and Safety officers at council to support you

Handy website for Risk analysis: <https://www.ltl.org.uk/spaces/ReducingWorkloadforTeachers.php>

General Tips

- Collect resources - sticks, stones, pine cones etc.
- Use cut up shower curtains as sheets of paper to work and laminated arrows as labels
- Limit work area to stop children roaming.
- Divide class into mixed ability groups.
- Take photos!
- The expression "There is no such thing as bad weather only bad clothing" is true - BUT it applies to you as much as the children. If you are not suitably dressed don't go outside!
- If you are stuck for inspiration ask the children to create a drawing or model.
- Use tables, trays or sheets as investigation stations. This encourages scientific language, reasoning and learning.
- Use the same control measures outside as you do inside.

The most important things to remember are that the benefits to being outside apply equally to you. There are proven health benefits alongside feeling happier and more inspired. Teachers who work outside have better relationships with their class and laugh more - being outside is about enjoying the learning experience for all!

For inspiration

Woodland Trust: <https://www.woodlandtrust.org.uk/naturedetectives/activities/>

Learning through landscapes: <https://www.ltl.org.uk/resources/index.php>

Opal: <https://www.opalexplornature.org>

Countryside classroom: <http://www.countrysideclassroom.org.uk>

Outdoor Learning Resources

Resource list:

- Natural materials – stones, sticks, acorns, seeds, grass, dandelions, daisies, grass, leaves etc.
- Bought – bamboo canes, guttering, balls, chalk, laminated sheets and white board pens, shower curtains, string, tarps.
- Other – trays, water, sand, soil, buckets, tools, clip boards etc.
- Re-use – milk bottles, yoghurt pots, plastic containers etc.
- Cameras and Ipads.
- School equipment – sports – hoops, balls, blindfolds, stopwatches, whistles.
- Science – tweezers, compasses, magnets, invertebrate eqpt.
- Art – watercolour paint, brushes.
- Maths – measuring devices, scales, weights etc.

Regardless of space there are always resources that can be used outdoors to support your outdoor learning.

For cheap storage solutions, plastic greenhouses are cheap waterproof shelved solutions. They need to be placed in sheltered positions and tied or weighted to stop them from blowing around.

Clothing

- Letters home to ask parents to dress children appropriately. Ask children to bring spare socks as feet get cold in wellies in winter.
- Letters requesting old wellies and waterproof coats to be used as back up.
- Waterproof trousers are expensive and rarely used. If there is any money it is better spent on coats and wellies

Collecting resources

- Take children out on a local walk to collect resources.
- Set a competition each term for the child who can collect the most conkers, acorns, sea shells, pebbles etc. (Do this in a class not across the whole school or storage can become a real issue!)
- Letters home requesting natural materials.
- At end of year raid school skips for old trays, sports equipment etc. You will be amazed at what you can find.
- Ask at local DIY shops and building companies for old pieces of wood, timber, scaffolding boards etc.
- Tyres are easy and free to get hold of - ring up tyre companies.
- Contact local tree surgeons to ask for logs, wood discs etc. Even for branches and sticks - many are happy to help when they know it is for a school.