

Picture News



Should more of our learning take place outside?

A recent pilot project, called Growing Among Trees, provided outdoor activities for urban schools around London and sought to create a model for effective and transformational change in urban schools, giving pupils the opportunity for everyday connection with nature. The Outward Bound Trust, who run outdoor trips and experiences such as white water rafting and climbing agree, saying outdoor learning should be a priority for children following increased time indoors during the pandemic.



- Look at this week's poster and talk about what we can see. Explain that this week's story is about learning outside. Does much of your learning take place outside?
- Watch this week's useful video (link found overleaf) in which author and education advisor, Ken Robinson, outlines 5 reasons to teach outside. Which do you think is the most important? Can you think of any more?
- Traditionally, most of our learning takes place in the classroom. Why do you think that is?
- The pilot in this week's news story involved urban schools in London. Do you think it's equally as important for children in more rural areas to learn outside too? Share your thoughts.
- Read through the information found on the assembly resource, which looks at the work of the Outward Bound Trust. Have you ever taken part in something similar? Do you enjoy spending time outside?
- Share some of the things you think can be learnt from being outside. Discuss some of the different ways we can learn, e.g. by reading, being told something, doing, experimenting or seeing. How do you think you learn best?

Reflection

As well as our school classroom, the wider world can be a place to learn too. There is a lot we can learn from different places and experiences outside.

Picture News



KS1 focus

What equipment do you need for learning outside?



- Think about a typical day at school. How much time do you spend inside and how much time outside? Focus on the time spent outside. What do you usually do outside e.g. breaktimes, PE sessions?
- Look at resource 1, where some children share their experience of learning outside. Are your experiences similar? What equipment do you use when you are learning outside?
- Focus on Oliver's comment. He has mentioned needing different equipment depending on the season. Do you agree? Do you think you would enjoy learning outside more in the winter or the summer? Why?
- Do you have an outdoor area at school? If you do, what equipment do you have in it? If you don't, what equipment would you put in your outdoor area?
- Explain that sometimes we have to go somewhere to take part in an outdoor learning experience as they have special equipment we don't have in school. They also have somebody who is trained and can help us take part in the activities safely. Have you ever been to a place like this before? Do you think you would enjoy it?
- Discuss how the equipment we use indoors is different to the equipment we use when learning outdoors. Is any of the equipment the same? Do you prefer learning outdoors, indoors or a little of each?

Reflection

The equipment we use when learning outdoors might be different depending on the activity we are doing or what the weather is like. Sometimes we might even need special equipment that we don't have in school.

Picture News



KS2 focus

Is there anything we can learn from being outside that can't be learnt from inside a classroom?



- Think about your school year so far. When has your learning taken place outside? What were you doing e.g. a PE lesson, a science investigation, Forest School. Do you enjoy learning outside? Why? Do you think it is important that we include some outdoor learning whilst we are at school?
- Look at resource 2, sharing some learning that takes place outside. Do you think these sessions could be adapted so they could happen in our classrooms? How could you do this e.g. sketch a picture by looking through the window, have indoor plants?
- For each activity on resource 2, discuss the learning that takes place. Would the learning still have the same value if the activities took place inside? For example, do you think you could learn to ride a bike safely on the roads without actually doing it?
- Some of the skills we learn through being outdoors are value based e.g. developing resilience, confidence, respect and teamwork, overcoming fears etc. Can you think of ways we could do this inside e.g. a school performance, a whole class project?
- Do you prefer learning outside or inside? Does everybody feel the same? Can you think of any learning that would be made more tricky if you had to complete it outside e.g. writing a story whilst it's raining?

Reflection

Being outside can provide us with more space and a connection to nature that we may not have inside. There is often a place for both indoor and outdoor learning!



KS2 follow-up ideas

Option 1

Use this week's resource to inspire an outdoor art session. Explain to the children that they will create a collage using only natural items they find outdoors.

- What natural items might we be able to find outdoors? Leaves, grass, soil, twigs, pebbles?
- How could we use them to create an outdoor collage?
- What will the collage be? A picture, a pattern, a representation of something?

Before the children begin, discuss how it is important not to damage nature whilst creating their art e.g. don't pick living flowers.

Option 2

Ask the children to think about the outdoor learning areas you have in school.

- Which outdoor areas do you use for your learning?
- Which sessions/subjects are often taught in an outdoor area?
- Which outdoor areas do you enjoy the most?
- Is there anything you don't have that you think might enhance your outdoor learning experience?

Ask the children to design something that could have a positive impact on your outdoor area e.g. a garden area (you can create a garden in a bag), a weather station, a bird feeder, a bug hotel, a stage for performing, an outdoor game (a maths scavenger hunt) or a toy. You may find an idea develops that you could actually put in place!



KS1 follow-up ideas

Option 1

Ask the children to think about the four seasons.

- Can anybody name a season?
- What weather can we expect to find in each?
- What is the temperature like in the summer/winter?

Discuss what they would need to wear if they were learning outside in different weathers/seasons. Ask the following:

- What might you need to wear if you are learning in the snow?
- What items might be useful in the summer? E.g. sun cream, a sun hat.
- What would you wear on a sunny, autumn day?

Give the children a piece of paper split into four. Ask them to draw a picture of themselves and what they would wear to learn outdoors in each of the four seasons.

Option 2

Ask the children to think about what nature is. Explain we use it to describe things that appear naturally on our Earth and haven't been built by humans such as plants, animals, landscapes, rivers/streams. Use the opportunity to connect with nature! Take the children on a nature walk/hunt, either around school or your local area. Think about the following:

- What signs of nature can we find? Trees, animals, plants?
- How do you feel when you are close to nature?
- Close your eyes, what sounds can you hear?
- Can you describe some of the nature you have found? What does it look/smell like?



This week's useful websites

This week's news story

<https://bit.ly/3dktZif>

This week's useful videos

Sir Ken Robinson: Five reasons to teach outside
<https://youtu.be/uilRipTg4hk>

This week's virtual assembly

www.picture-news.co.uk/discuss

This week's vocabulary

Pilot

An experiment or test before introducing something more widely.

*A recent **pilot** project, called Growing Among Trees, provided outdoor activities for urban schools around London.*

Priority

A thing that is more important than others.
*...saying outdoor learning should be a **priority** for children following increased time indoors during the pandemic.*

Sought

Tried to do or achieve something.
*...and **sought** to create a model for effective and transformational change in urban schools.*

Traditionally

Something is happening according to a tradition: the way it's been done for a while.

***Traditionally**, most of our learning takes place in the classroom.*

Transformational

Able to produce a big change or improvement in a situation.

*...and **sought** to create a model for effective and **transformational** change in urban schools.*

Urban

Belonging to or relating to a town or city.
*The pilot in this week's news story involved **urban** schools in London.*