



Severn Valley Country Park

Teachers' Guide

Teachers' Information and Resources - Key Stage 1 and 2

Key findings of the 2008 Ofsted report "Learning outside the classroom: How far should you go?" highlights the importance of learning outside the classroom. This document has been developed to help teachers plan activities with the staff at Severn Valley Country Park to ensure the following key findings are integrated into the activities offered by the park:

Planned and well implemented, learning outside the classroom contributes significantly to raising standards & improving pupils' personal, social and emotional development.

To be successful learning outside the classroom needs to be an integral element of long-term curriculum planning and closely linked to classroom activities.

The following matrix explains how Severn Valley Country Park activities link to the National Curriculum outcomes for Key Stages 1 and 2. These are by no means exhaustive and suggestions from teachers on further links to their learning outcomes are invited.

Activities also consolidate problem solving, interpersonal and social skills.

Activities are then adapted and developed, with collaboration from teaching staff, to link with lesson planning prior to, and after, the event.

Curriculum Links Taken from http://www.fft.org.uk/FFT/media/fft/Events/Dave_T_Descriptions.pdf

References:

Council for learning outside the classroom. (2017). Ofsted's view of LOTC. Available: <http://www.lotc.org.uk/why/ofsteds-view-of-lotc/> Last accessed 20 Feb 2017

QCA (2010) The National Curriculum: Level descriptions for subjects Available at: www.qcda.gov.uk/curriculum Last accessed 20 Feb 2017

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Curriculum	Event	Activity Levels 1 and 2
<p>English:</p> <ol style="list-style-type: none"> 1. Speaking and Listening Levels 1 and 2 2. Reading 3. Writing 	<p>Mini beast hunt Pond dipping Orienteering</p>	<ul style="list-style-type: none"> • Listening and responding to staff instructions • Responding to staff Q and A sessions • Reading and recognising words and simple texts on recording and information sheets • In recording events and information children communicate meaning through simple words and phrases about their observations and experiences.
<p>Mathematics</p> <ol style="list-style-type: none"> 1. Using and applying mathematics 2. Number and algebra 3. Shape, space and measure 4. Statistics 	<p>Mini beast hunt Pond dipping Orienteering</p>	<ul style="list-style-type: none"> • Through surveys of the parks features related to a main activity (nature or people) children recognise mathematics as an integral part of everyday activities. They complete a survey and represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship. • Using the surveys generated children count, order, combine, increase and decrease numbers. They read and write down the numbers involved. They count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They recognise sequences and odd and even numbers • Using maps and diagrams of the park and its features, when working with 2-D and 3-D shapes, pupils use mathematical language to describe properties and positions. They measure and order objects using direct comparison, and order events. • Building on the maps children consolidate mathematical names for common 3-D and 2-D shapes and describe their properties. Children use maps to distinguish between straight and turning movements, recognise angle as a measurement of turn, and right angles in turns. • In all activities children have the opportunity to sort objects and classify them, demonstrating the criterion they have used. They collect data to answer questions. • Children record results in simple lists, tables, diagrams and block graphs, in order to communicate their findings.
<p>Science:</p> <ol style="list-style-type: none"> 1. How science works 	<p>Mini beast hunt Pond dipping River Study Orienteering</p>	<ul style="list-style-type: none"> • Rangers elicit practical ways to find answers to questions, regarding the activity. The children are encouraged to make observations about features of objects, living things and events in the park. • The children communicate their findings by talking about their work in everyday terms, or through drawings or by completing pictograms. • Children make their own suggestions, with help. Staff question the children about how to collect relevant data and answer questions. • Children are given direct instructions to stay safe, which are then assessed and discussed with the staff. • Through discussion after the practical activities children

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<p>1. How science works</p> <p>2. Organisms, their behaviour and the environment</p> <p>3. Materials, their properties and the earth</p>	<p>Mini beast hunt Pond dipping River Study Orienteering</p>	<ul style="list-style-type: none"> • make observations and measurements to compare living things, objects and events, using equipment provided for them. • Children record findings using prepared tables and communicate observations using scientific vocabulary and experiences such as waterproof materials being used to keep things dry. Children are encouraged to say whether what happened was what they expected and, when prompted, suggest different ways they could have done things. • Staff guide the children to activities, such as pond dipping or mini beast hunts to use their knowledge related to organisms, their behaviour and the environment. The children then carry out the activity to recognise, identify and describe a range of common plants, animals and natural events. • At the park or as a follow up activity in the classroom children talk about, name and describe external parts or features of the plants and creatures they observed in the activity. They use the evidence to identify plants or animals and make links between science and everyday objects and experiences. • Children use knowledge related to materials, their properties and the Earth, recognise, and describe common materials, and their sensory properties, such as the texture and appearance of soils. They recognise evidence that has been used to answer a question such as identifying similar materials and make links between science and everyday objects.
<p>Geography: Includes speaking and listening</p>	<p>Mini beast hunt Pond dipping River Study Orienteering</p>	<ul style="list-style-type: none"> • Children gain knowledge, skills and understanding at a local scale. They recognise and make observations about physical and human features of Severn Valley Country Park in contrast to their familiar environments. • Children express their views on features of the park environment. • They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments. • Children recognise how people affect the countryside. They carry out simple tasks and select information using resources given to them. They use this information and their own observations to help them ask and respond to questions about places and environments. They begin to use appropriate geographical vocabulary.