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| **Outdoor Education Plan** | | | | |
| **Lesson Focus – Observing and making a Spider’s Web** | | | | |
| **Year Group - Whole School** | | **Term - One** | **Date –** | |
|  | **Outline** | **Curriculum Links/**  **Learning Objectives** | **Health and Safety considerations** | **Equipment** |
| **Session Procedures** | Before - Check for rubbish, glass, hazards.  Check for broken branches  Check weather forecast  After – clear everything away and return any natural objects to their original place | **I can knot string using a reef knot**  DT   * design purposeful, functional products * explore and evaluate range of existing products * evaluate their ideas   Science   * stems and shoots   PSHE   * developing confidence and responsibility and making the most of their abilities   Maths   * Identify 2D shapes | Wash hands after touching outside objects  Remind the children about how sharp some sticks can be and to be careful of brambles and stinging nettles.  Remind children to be careful not to let the sticks fly out of their hands and go in someone else’s eye. | Willow sticks  String/wool  Spider ID  Magnify glasses  Elastic bands (loom bands) |
| **Introduction and Activity Opportunities** | **Starter –** In the Autumn it is easy to see the spider’s web because of the dew. Using the ID sheets and magnify glasses see if you can spot any spiders and ID them in the school grounds.  **Main Activity –** Make a spider’s web   * Take 3 sticks (pruned hazel or willow) and fasten them using an elastic band * Tie wool around the centre (using a reef knot) and wrap the wood around each stick moving in a circle around the centre. * The web design builds up as you go around. * Tie off the string using a reef knot. | **Vocabulary** |
| Leg in 7 sections – coxa, trochanter, femur, patella, tibia, metatarsus, tarsus,  Spinneret  Silk  Spider  web |
| **Plenary** | **Plenary –**  Review the tying of a reef knot – left over right, right over left. Spot the shapes in the spider’s web – hexagon, triangle and circle. | **Evaluation** | | |