

LEARNING IN THE OUTDOORS

Year 3 to 4

STUDENTS AT THIS STAGE:

Typically, as children in Years 3 and 4 develop confidence, they can explore a greater range of outdoor environments. They observe plants and animals in their natural habitat and learn about alternative cultural ways of knowing nature. Students identify a range of recreation and play activities that can take place in the outdoors and identify foods that support healthy activity. They develop greater self-reliance and stronger decision-making regarding personal health and safety. Experiences away from home encourage greater independence, knowledge of self and positive attitudes towards nature.

Four dimensions underpin outdoor learning in the Australian Curriculum:

*SKILLS AND KNOWLEDGE

A range of skills and knowledge is needed to work together and be active and safe in the outdoors.

*HUMAN-NATURE RELATIONSHIPS

An individual's experience in natural environments enhances human-nature relationships.

*CONSERVATION AND SUSTAINABILITY

Ecological and cultural knowledge and experiences in nature enhance decision-making about conservation and sustainability.

*HEALTH AND WELLBEING

Experiences in natural environments promote personal growth and development; and health and wellbeing.

*for more detail about each dimension, see the [Australian Curriculum: resources site](#).

LEARNING IN THE OUTDOORS

Year 3 to 4

SKILLS AND KNOWLEDGE

HEALTH AND PHYSICAL EDUCATION

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
- Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)
- Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS40)
- Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)
- Practise and apply movement concepts and strategies (ACPMP045)
- Adopt inclusive practices when participating in physical activities (ACPMP048)
- Apply innovative and creative thinking in solving movement challenges (ACPMP049)

SCIENCE

- Science involves making predictions and describing patterns and relationships (ACSHE050 & ACSHE061)
- Science knowledge helps people to understand the effect of their actions (ACSHE051 & ACSHE062)
- With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (ACSIS053 & ACSHE064)
- With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (ACSIS054 & ACSIS065)

PERSONAL AND SOCIAL CAPABILITY

Self-management

Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful

Social management

Describe characteristics of cooperative behaviour and identify evidence of these in group activities

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

HUMANITIES AND SOCIAL SCIENCES

Geography sub-strand

Year 3

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060)

Year 4

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)

LEARNING IN THE OUTDOORS

Year 3 to 4

HUMAN-NATURE RELATIONSHIPS

HUMANITIES AND SOCIAL SCIENCES

Geography sub-strand
Year 3

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)

Year 4

The importance of environments, including natural vegetation, to animals and people (ACHASSK088)

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)

SCIENCE

Year 3

Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)

Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)

Year 4

Living things have life cycles (ACSSU072)

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

PERSONAL AND SOCIAL CAPABILITY

Self-awareness

Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback

Social awareness

Identify the various communities to which they belong and what they can do to make a difference

SUSTAINABILITY

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.

this is a leaf I found



LEARNING IN THE OUTDOORS

Year 3 to 4

CONSERVATION AND SUSTAINABILITY

SCIENCE

Year 4

Living things depend on each other and the environment to survive (ACSSU073)

Natural and processed materials have a range of physical properties that can influence their use (ACSSU074)

Earth's surface changes over time as a result of natural changes and human activity (ACSSU075)

HUMANITIES AND SOCIAL SCIENCES

Geography sub-strand

Year 4

The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)

CRITICAL AND CREATIVE THINKING

Reflecting on thinking and processes

Transfer and apply information in one setting to enrich another

Analysing, synthesising and evaluating reasoning and procedures

Identify alternative courses of action or possible conclusions when presented with new information

INTERCULTURAL UNDERSTANDING

Recognising culture and developing respect

Identify and describe variability within and across cultural groups

ETHICAL UNDERSTANDING

Reasoning in decision-making and actions

Explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions

when I'm outside i need my



LEARNING IN THE OUTDOORS

Year 3 to 4

CONSERVATION AND SUSTAINABILITY

CONTINUED...

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

Year 4 Science elaboration

- considering how scientific practices such as sorting, classification and estimation are used by Aboriginal and Torres Strait Islander people in everyday life

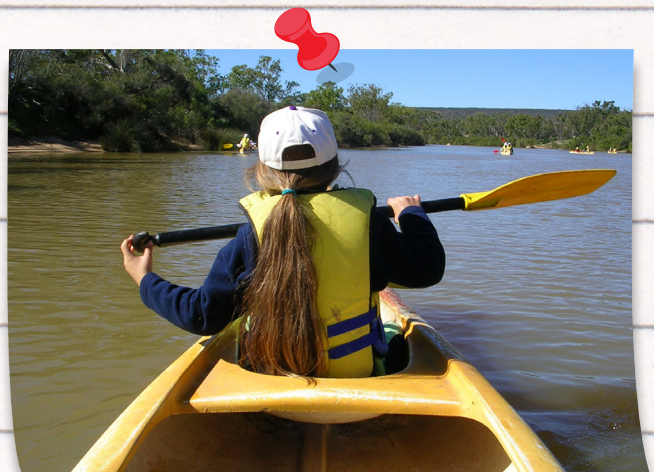
SUSTAINABILITY

Students develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living.

Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

I like:

- learning outside
- fresh air



LEARNING IN THE OUTDOORS

Year 3 to 4

HEALTH AND WELLBEING

HEALTH AND PHYSICAL EDUCATION

Explore how success, challenge and failure strengthen identities (ACPPS033)

Investigate how emotional responses vary in depth and strength (ACPPS038)

Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)

Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments and health and wellbeing (ACPPS041)

PERSONAL AND SOCIAL CAPABILITY

Self-awareness

Describe personal strengths and challenges and identify skills they wish to develop

SUSTAINABILITY

All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

