

EYFS links to all aspects of Forest School

Activities and skills		30-50 months	40-60 months	ELG
<p>Fire</p> <ul style="list-style-type: none"> <li>- Understand fire safety and its risks</li> </ul> <p>Tools</p> <ul style="list-style-type: none"> <li>- Understand that tools can be used for different purposes</li> </ul> <p>Den building and knots</p> <ul style="list-style-type: none"> <li>- Build a fairy house from natural materials</li> <li>- Understand what dens can be used for e.g. shelter from wind and rain</li> </ul>	<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> <li>- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers.</li> <li>- Welcomes and values praise for what they have done.</li> <li>- Enjoys responsibility of carrying out small tasks.</li> <li>- Shows confidence in asking adults for help.</li> <li>- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul>	<ul style="list-style-type: none"> <li>- Initiates conversations, attends to and takes account of what others say.</li> <li>- Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>- Confident to speak to others about own needs, wants, interests and opinions.</li> <li>- Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>- Begins to be able to negotiate and solve problems without aggression.</li> </ul>	<ul style="list-style-type: none"> <li>- Children play co-operatively, taking turns with others. They take account of one another's idea about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> <li>- Children talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</li> </ul>
<p>Environment and map skills</p> <ul style="list-style-type: none"> <li>- Be able to play a range of forest themed games</li> <li>- Recognise that trees and plants differ from each other and be able to talk about their similarities</li> </ul>	<p>Communication, Language and Literacy</p>	<ul style="list-style-type: none"> <li>- Listens to others one to one or in small groups, when conversation interests them.</li> <li>- Is able to follow directions.</li> <li>- Responds to simple instructions.</li> <li>- Begins to use more complex sentences to link thoughts.</li> <li>- Uses talk to connect ideas, explain what is happening and anticipate what might happen next.</li> <li>- Questions why things happen and gives explanations.</li> <li>- Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>- Builds up vocabulary that reflects the breadth of their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>- Responds to instructions involving a two-part sequence.</li> <li>- Listens and responds to ideas expressed by others in conversation or discussion.</li> <li>- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	<ul style="list-style-type: none"> <li>- Children listen attentively in a range of situations.</li> <li>- Children follow instructions involving several ideas or actions.</li> <li>- Children express themselves effectively, showing awareness of listeners' needs.</li> </ul>

<ul style="list-style-type: none"> <li>- and differences</li> <li>- Go on a tour of the forest environment recognising some of the features e.g. a den, fire pit</li> <li>- Get dressed independently for forest school</li> <li>- Engage in a range of media forms (art, books, magazines) that link to the natural world and make comments on what they notice</li> <li>- Understand the importance of having rules</li> </ul>	Physical Development	<ul style="list-style-type: none"> <li>- Moves freely and with pleasure and confidence in a range of ways.</li> <li>- Runs skilfully and negotiating space successfully, adjusting speed or direction to avoid obstacles.</li> <li>- Uses one-handed tools and equipment.</li> <li>- Understands that tools and equipment have to be used safely.</li> <li>- Dresses with help.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiments with different ways of moving.</li> <li>- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or direction to avoid obstacles.</li> <li>- Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>- Uses simple tools to effect changes to materials.</li> <li>- Handles tools, objects and construction materials safely and with increasing control.</li> <li>- Shows a preference for a dominant hand.</li> <li>- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>- Shows understanding of how to transport and store equipment safely.</li> <li>- Practices some appropriate safety measures without direct supervision.</li> </ul>	<ul style="list-style-type: none"> <li>- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.</li> <li>- Children talk about ways to keep safe. They manage their own personal needs, including dressing.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>- Listens to and joins in with stories and poems in small groups.</li> <li>- Listens to stories with increasing attention and recall.</li> <li>- Shows interest in illustrations and print in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>- Enjoys an increasing range of books.</li> <li>- Knows that information can be retrieved from books and computers.</li> </ul>	
	Mathematics	<ul style="list-style-type: none"> <li>- Recites numbers in order to 10.</li> <li>- Realises not only objects, but anything can be counted.</li> <li>- Shows awareness of similarities of shapes in the environment.</li> <li>- Shows interest in shapes in the environment.</li> <li>- Begins to talk about the shapes of everyday objects.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe their relative position.</li> </ul>	<ul style="list-style-type: none"> <li>- Children count reliably with numbers from one to 20.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>- Comments and asks questions about aspects of their familiar world such as the place where</li> </ul>	<ul style="list-style-type: none"> <li>- Looks closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about</li> </ul>

		<p>they live or the natural world.</p> <ul style="list-style-type: none"> <li>- Talks about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>- Talks about why things happen and how things work.</li> <li>- Develops and understanding of growth, decay and changes over time.</li> <li>- Shows care and concern for living things and the environment.</li> </ul>		<p>the features of their own immediate environment and how environments may vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>- Beginning to be interested in and describe the texture of things.</li> <li>- Uses various construction materials.</li> <li>- Realises tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiments to create different textures.</li> <li>- Manipulates materials to achieve a planned effect.</li> <li>- Constructs with a purpose in mind, using a variety of resources.</li> <li>- Uses simple tools and techniques competently and appropriately.</li> <li>- Selects appropriate resources and adapts work where necessary.</li> <li>- Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>- Children safely use and explore a variety of materials, tool and techniques, experimenting with colour, design, texture, form and function.</li> </ul>
	Characteristic s of learning	Playing and exploring		
<p>Finding out and exploring</p> <ul style="list-style-type: none"> <li>- Showing curiosity about objects, events and people</li> <li>- Using senses to explore the world around them</li> <li>- Engaging in open-ended activity</li> <li>- Showing particular interests</li> </ul>		<p>Playing with what they know</p> <ul style="list-style-type: none"> <li>- Pretending objects are things from their experience</li> <li>- Representing their experiences in play</li> <li>- Taking on a role in their play</li> <li>- Acting out experiences with other people</li> </ul>	<p>Being willing to 'have a go'</p> <ul style="list-style-type: none"> <li>- Initiating activities</li> <li>- Seeking challenge</li> <li>- Showing a 'can do' attitude</li> <li>- Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>	
Active learning				
<p>Being involved and concentrating</p> <ul style="list-style-type: none"> <li>- Maintaining focus on their activity for a period of time</li> <li>- Showing high levels of energy, fascination</li> <li>- Not easily distracted</li> <li>- Paying attention to details</li> </ul>	<p>Keeping on trying</p> <ul style="list-style-type: none"> <li>- Persisting with activity when challenges occur</li> <li>- Showing a belief that more effort or a different approach will pay off</li> <li>- Bouncing back after difficulties</li> </ul>	<p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> <li>- Showing satisfaction in meeting their own goals</li> <li>- Being proud of how they accomplished something – not just the end result</li> <li>- Enjoying meeting challenges for</li> </ul>		

				their own sake rather than external rewards or praise
		Creating and thinking critically		
		<p>Having their own ideas</p> <ul style="list-style-type: none"> <li>- Thinking of ideas</li> <li>- Finding ways to solve problems</li> <li>- Finding new ways to do things</li> </ul>	<p>Making links</p> <ul style="list-style-type: none"> <li>- Making links and noticing patterns in their experience</li> <li>- Making predictions</li> <li>- Testing their ideas</li> <li>- Developing ideas of grouping, sequences, cause and effect</li> </ul>	<p>Choosing ways to do things</p> <ul style="list-style-type: none"> <li>- Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>- Checking how well their activities are going</li> <li>- Changing strategy as needed</li> <li>- Reviewing how well the approach worked</li> </ul>

Curriculum link to all aspects of Forest School

Year group	Curriculum links
Year 1	English; Spoken language
Year 2	<ul style="list-style-type: none"> <li>- Listen and respond appropriately to adults and peers</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>- Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>- Use relevant strategies to build their vocabulary</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>- Articulate and justify answers, arguments and opinions</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>- Speak audibly and fluently with an increasing command of Standard English</li> <li>- Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>- Gain, maintain and monitor the interest of the listener(s)</li> <li>- Consider and evaluate different viewpoints, attending to and building on the contribution of others</li> <li>- Select and use appropriate registers for effective communication</li> </ul>

Curriculum link to all aspects of Forest School

Year group	Curriculum links
Year 1 Year 2	Science; Working scientifically <ul style="list-style-type: none"> <li>- Asking simple questions and recognising that they can be answered in different ways</li> <li>- Observing closely, using simple equipment</li> <li>- Performing simple tests</li> <li>- Identifying and classifying</li> <li>- Using their observations and ideas to suggest answers to questions</li> <li>- Gathering and recording data to help in answering questions</li> </ul>
Year 3 Year 4	Science; Working scientifically <ul style="list-style-type: none"> <li>- Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>- Using straightforward scientific evidence to answer questions to support their findings</li> <li>- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>- Setting up simple practical enquiries, comparative and fair tests</li> <li>- Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>- Reporting on findings, from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> </ul>
Year 5 Year 6	Science; Working scientifically <ul style="list-style-type: none"> <li>- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- Identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary</li> <li>- Using test results to make predictions to set up further comparative and fair tests</li> <li>- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</li> <li>- Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>

Forest Schools Skill development - Fire

Year group	End of year skill achievement	Curriculum links
EYFS	<ul style="list-style-type: none"> <li>- Understand fire safety and its risks</li> </ul>	See above sheet
Year 1	<ul style="list-style-type: none"> <li>- Select the appropriate materials needed for a fire and understand that some materials burn differently</li> <li>- Understand fire safety and its risks</li> </ul>	Science; Everyday materials <ul style="list-style-type: none"> <li>- Identify and name a variety of materials, including wood, plastic, glass, metal, water and rock</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>- Know how to build a basic fire in the kettle and develop the skills to use a fire steel</li> <li>- Understand fire safety and its risks</li> </ul>	Science; Everyday materials <ul style="list-style-type: none"> <li>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>- Make hot chocolate independently</li> <li>- Build a fire in the kettle</li> </ul>	
Year 4	<ul style="list-style-type: none"> <li>- Make popcorn independently</li> <li>- Build a fire with adult support</li> </ul>	Science; States of matter <ul style="list-style-type: none"> <li>- Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius</li> <li>- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>- Make a pizza independently</li> <li>- Make a fire with adult observation</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>- Plan and cook a meal</li> <li>- Build a fire independently and be able to demonstrate to others how to build a fire safely</li> </ul>	

Design and Technology; Cooking and nutrition

- Prepare and cook a variety of predominantly savoury dishes using a variety of techniques

Forest Schools Skill development - Tools

Year group	End of year skill achievement	Curriculum links	
EYFS	<ul style="list-style-type: none"> <li>- Understand that tools can be used for different purposes</li> </ul>	See above sheet	
Year 1	<ul style="list-style-type: none"> <li>- Be introduced to the small knives and pruners and know how to use them</li> </ul>	Design and technology; Make <ul style="list-style-type: none"> <li>- Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</li> </ul>	
Year 2	<ul style="list-style-type: none"> <li>- Whittle a marshmallow stick</li> <li>- Be introduced to larger tools to use with an adult</li> </ul>		
Year 3	<ul style="list-style-type: none"> <li>- Make a whistle</li> <li>- Be able to use all the tools safely and understand what materials work best e.g. soft or hard wood, thick wood or sticks</li> </ul>	Science; Forces and magnets <ul style="list-style-type: none"> <li>- Compare how things move on different surfaces</li> </ul>	Design and technology; Design <ul style="list-style-type: none"> <li>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern and computer-aided design</li> </ul> Design and technology; Make <ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> Design and technology; Evaluate <ul style="list-style-type: none"> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>- Carve a spoon</li> <li>- Be able to use all the tools safely and understand what materials work best e.g. soft or hard wood, thick wood or sticks</li> </ul>		
Year 5	<ul style="list-style-type: none"> <li>- Design a woodland product to make with support</li> <li>- Be able to use all the tools safely and understand what materials work best e.g. soft or hard wood, thick wood or sticks</li> </ul>	Science; Forces and magnets <ul style="list-style-type: none"> <li>- Identify the effects of air resistance, water resistance and friction that act between moving surfaces</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>- Design, plan and make a woodland product</li> <li>- Be able to use all the tools and to be able to demonstrate a tool talk to others</li> </ul>		



Forest Schools Skill development - Den building and knots

Year group	End of year skill achievement	Curriculum links	
EYFS	<ul style="list-style-type: none"> <li>- Build a fairy house from natural materials</li> <li>- Understand what dens can be used for e.g. to shelter from wind and rain</li> </ul>	See above sheet	
Year 1	<ul style="list-style-type: none"> <li>- Build a structure suitable for a small animal</li> <li>- Understand what knots are used for</li> </ul>	Design and technology; Design <ul style="list-style-type: none"> <li>- Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	
Year 2	<ul style="list-style-type: none"> <li>- Build a structure suitable for a small animal, demonstrating that dens can take the shape of different forms</li> <li>- Understand what knots are used for and be able to do 1 knot</li> </ul>	Design and technology; Make <ul style="list-style-type: none"> <li>- Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> Design and technology; Evaluate <ul style="list-style-type: none"> <li>- Evaluate their ideas and products against design criteria</li> </ul> Design and technology; Technical knowledge <ul style="list-style-type: none"> <li>- Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	
Year 3	<ul style="list-style-type: none"> <li>- Build a den big enough for 2 people</li> <li>- Demonstrate 2 knots</li> </ul>	Science; Light <ul style="list-style-type: none"> <li>- Recognise that they need light in order to see things and that dark is the absence of light</li> </ul>	Design and technology; Design <ul style="list-style-type: none"> <li>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern and computer-aided design</li> </ul> Design and technology; Make <ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>- Build a den big enough for 4 people</li> <li>- Demonstrate 4 knots</li> </ul>		
Year 5	<ul style="list-style-type: none"> <li>- Be able to build 2 different styles of den</li> <li>- Demonstrate several knots and be able to put up a shelter using them</li> </ul>		

Year 6	<ul style="list-style-type: none"> <li>- Design your own den and sleep in it over night</li> <li>- Demonstrate several knots and be able to put up 2 types of shelters using them e.g. a high shelter and an equipment shelter</li> </ul>	<p>Design and technology; Evaluate</p> <ul style="list-style-type: none"> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p>Design and technology; Technical knowledge</p> <ul style="list-style-type: none"> <li>- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
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Forest Schools Skill development - Environment and map skills

Year group	End of year skill achievement	Curriculum links			
EYFS	See above sheet	See above sheet			
Year 1	<ul style="list-style-type: none"> <li>- Be able to play a range of forest themed games</li> <li>- Identify that trees and plants differ from each other, recognising several species</li> <li>- Make a map of the forest environment, identifying several features</li> <li>- Understand what animals might live in the various natural environments</li> </ul>	<p>Science; Plants</p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p>Science; Animals</p> <ul style="list-style-type: none"> <li>- Identify and name a variety of animals including fish, amphibians reptiles, birds and mammals</li> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p>Science; Seasonal changes</p> <ul style="list-style-type: none"> <li>- Observe changes across the four seasons</li> <li>- Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p>Art;</p> <ul style="list-style-type: none"> <li>- To use a range of materials creatively to design and make products</li> </ul>	<p>Geography; Human and physical geography</p> <ul style="list-style-type: none"> <li>- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather</li> </ul> <p>Geography; Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</li> </ul>	<p>Physical Education;</p> <ul style="list-style-type: none"> <li>- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>- Be able to use a compass for direction</li> </ul>	<p>Science; Plants</p> <ul style="list-style-type: none"> <li>- Observe and describe how seeds and bulbs grow into mature plants</li> <li>- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p>Science: Animals</p> <ul style="list-style-type: none"> <li>- Notice that animals, including humans, have offspring which grow into adults</li> </ul>			

		<ul style="list-style-type: none"> <li>- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul> <p>Science; Living things and habitats</p> <ul style="list-style-type: none"> <li>- Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>- Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>- Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>		<p>map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> <li>- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	
Year 3	<ul style="list-style-type: none"> <li>- Be able to play a range of forest themed games, exploring teamwork, trust and strategy</li> <li>- Reflect on their achievements throughout the year and record this</li> <li>- Cover the various parts of science in relation to animals, habitats, plants, trees, rocks, soil and other natural aspects</li> <li>- Be able to use a map and compass to give</li> </ul>	<p>Science; Plants</p> <ul style="list-style-type: none"> <li>- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>- Investigate the way in which water is transported within plants</li> <li>- Explore the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal</li> </ul> <p>Science; Animals</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p>Science; Rocks</p> <ul style="list-style-type: none"> <li>- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>- Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>- Recognise that soils are made from rocks and</li> </ul>	<p>Art;</p> <ul style="list-style-type: none"> <li>- To create sketchbooks to record their observations and use them to review and revisit ideas</li> </ul>	<p>Geography; Human and physical geography</p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of: <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals</li> </ul> </li> </ul> <p>Geography; geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- Use the eight points of a compass, four and six-figure grid references,</li> </ul>	<p>Physical Education;</p> <ul style="list-style-type: none"> <li>- Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>

	directions to a particular location and to be able to find a location based on compass points and grid references	organic matter		symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and the wider world - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	
Year 4		Science; Animals <ul style="list-style-type: none"> <li>- Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> Science; Living things and habitats <ul style="list-style-type: none"> <li>- Recognise that living things can be grouped in a variety of ways</li> <li>- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>- Recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>			
Year 5		Science; Living things and habitats <ul style="list-style-type: none"> <li>- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>- Describe the life processes of reproduction in some plants and animals</li> </ul>			
Year 6		Science; Living things and habitats <ul style="list-style-type: none"> <li>- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences; including micro-organisms, plants and animals</li> <li>- Give reasons for classifying plants and animals based on specific characteristics</li> </ul> Science; Evolution and inheritance <ul style="list-style-type: none"> <li>- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>			

Off-site trips and outings

Term	Tiny Acorns	Acorns	Oaks
Autumn 1		Trip to the woods	Trip to the woods
Autumn 2			Trip to the woods Trip to another type of woodland e.g. all evergreen trees
Spring 1			Trip to the woods
Spring 2	Trip to the woods	Trip to another type of woodland e.g. all evergreen trees	Trip to the woods Trip to an area with a water source e.g. a lake, beach, river or waterfall
Summer 1		Trip to the woods	Trip to the woods
Summer 2	Trip to the Fairy Steps or Roan head	Trip to an area with a water source e.g. a lake, beach, river or waterfall	Trip to the woods Trip to a natural or manmade feature e.g. caves, a mine Wild camp (Year 6 only)

