Whole-school Curriculum subject plan

Forest School

	AUTUMN	SPRING	SUMMER
YEAR 1	Deciduous & Evergreen Seasonal Sculptures	Common UK Birds Journey Treasures Photograph Orienteering	Planting & Growing Vegetables Protecting your crops
Component Knowledge	**Science** • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy. • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Compare and group together a variety of everyday materials on the basis of their physical properties. **Geography** • Identify seasonal and daily weather patterns on the UK. • Describe the location of features and routes on a map. • Develop knowledge about their locality. • Develop basic geographical vocabulary related to physical and human features of the environment. • Use compass directions and locational and directional skills to describe the location of features and routes on a map. • Use simple fieldwork and observational skills to study their local geography and the key physical and human surroundings of their environment. **Art** • Create sculptures and artwork using natural resources. **DT** • Understand where food comes from. • Select from and use a wide range of materials and components, according to their characteristics. **PE** • Take part in outdoor and adventurous activity challenges both individually and within a team.		

<table>
<tr><td>YEAR 2</td><td>Find my tree
Scented Socks
Camouflaged Survivor</td><td>The Fire Triangle
Mini Great Fire Practical</td><td>The Gingerbread Man’s Bridge</td></tr>
<tr><td>Component Knowledge</td><td colspan="3"><u>Science</u>
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Y1).
Describe the simple physical properties of a variety of everyday materials (Y1).
Identify and name a variety of common and wild garden plants including deciduous and evergreen trees (Y1).
Identify and describe the basic structure of a variety of common flowering plants, including trees (Y1).
Describe and compare the structure of a variety of common animals.
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals and plants, and how they depend on each other.
Find out and describe the basic needs of animals, including humans, for survival.
They use their observations and ideas to suggest answers to questions.
<u>History</u>
They should develop an awareness of the past, using common words and phrases relating to the passing of time,
Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
Use a wide vocabulary of everyday historical terms.
Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
<u>DT</u>
Design purposeful, functional, appealing products for themselves and other users based on design criteria.
Select from and use a range of materials and equipment to perform practical tasks.
Evaluate their ideas and products against design criteria.
Build structures, exploring how they can be made stronger, stiffer and more stable.</td></tr>
<tr><td>YEAR 3</td><td>What’s in our local area?
Animal Tracks</td><td>Eco-Orienteering
Habitat Football</td><td>Mud Castles</td></tr>
<tr><td>Component Knowledge</td><td colspan="3"><u>Science</u>
Talks about materials and their properties.
Observe that some materials can change consistency or state.
Recognise that environments can change and that this can sometimes pose dangers to living things.
Recognises that living things can be grouped in a variety of ways.
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
<u>Geography</u>
Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge.</td></tr>
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Use fieldwork to observe, measure, record and present human and physical features using a range of methods, including sketch maps.
Suggest improvements to help their local area.

<u>DT</u>

Build for a purpose.
Adapt their design to improve stability.
Investigate and analyse a range of existing products.
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures,\Understand and use mechanical systems in their products.

<u>PE</u>

Take part of outdoor and adventurous activity challenges both individually and within a team.

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<tr><td>YEAR 4</td><td>The Journey of Food
Predator or Prey</td><td>Egyptian Hieroglyphics
Ancient Egyptian Scarab Beetles</td><td>Egyptian Flatbreads</td></tr>
<tr><td>Component Knowledge</td><td colspan="3">
<u>Science</u>

Describe the simple functions of the basic parts of the digestive system in humans.
Identify the different types of teeth in humans and their simple functions.
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.
Describe a variety of food chains and the predator/prey relationship.
Recognise that environments can change and that this can sometimes pose dangers to living things,
Recognise that living things can be grouped in a variety of ways.
Explore and use classification keys to help group, identify, and name a variety of living things in their local and wider environment.
Recognise that environments can change and that this can sometimes pose dangers to living things.
Construct and interpret a variety of food chains, identifying producers, predators and prey.
Observe that some materials change state when they are heated or cooled.
Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.

<u>History</u>

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
Understand how our knowledge of the past is constructed from a range of sources.
Understand significant aspects of history of the wider world and the nature of ancient civilisations.
Art
Understand the historical and cultural development of their art forms.
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Use drawing, painting and sculpture to develop and share their ideas.

<u>DT</u>
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Select from and use a range of natural materials according to their functional properties and aesthetic qualities.
Select from and use a wider range of tools and equipment to perform practical tasks.
Understand and apply the principles of a healthy and varied diet.
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

<u>PE</u>

Take part of team games.

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<tr><td>YEAR 5</td><td>Christmas Evergreen Wreath</td><td>Viking Boat
Viking Spear</td><td>Egg Drop Challenge</td></tr>
<tr><td>Component Knowledge</td><td colspan="3">
<u>Science</u>

Setting up simple practical enquires.
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
Identify the effects of air resistance, water resistance and frictions, that act between moving surfaces.

<u>History</u>

Learn about the Viking culture and the ships they used.

<u>DT</u>

Choose materials for a task.
Build structures that are stable and fit for purpose.
Work safely and appropriately.
Create designs that are effective and fit for purpose.
Select from and use a wider range of materials and components, according to their functional properties.
Select from and use a wider range of tools and equipment to perform practical tasks accurately.

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<tr><td>YEAR 6</td><td>Adaptation of Species
Native or Non-native Tree Species</td><td>North America Fact Hunt
Native American Tipis</td><td>Cooking Pot Lever</td></tr>
<tr><td>Component Knowledge</td><td colspan="3">
<u>Science</u>

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Describe the differences in the life cycles of a mammal. An amphibian, an insect and a bird.
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plans and animals.
Give reasons for classifying plants and animals based on specific characteristics.
Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

<u>Geography</u>
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	• Extend their knowledge and understanding beyond the local area to include North America. This will include location and characteristics of a range of the world's most significant human and physical features. • Understand geographical similarities and differences through the study of humans and physical geography of a region of the UK, a region of a European country, and a region within North or South America. • Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge. **History** • Learn facts about the North American tribes, their homes and lifestyles. **DT** • Use a range of natural materials creatively to design and make for a purpose. • Adapt their techniques as they work to improve their design. • Learn knots and lashing skills. • Build structures thar are stable and fit for purpose.