

Year R, 1 and 2

Forest Bots

Pupils will:

Building, Problem-Solving and Teamwork

- work in a team
- play team games
- think about how to solve problems before asking a grown-up for help
- communicate ideas to adults and other children

Tool Work

- safely use secateurs to cut thin greenwood sticks
- whittle using age-appropriate tools (safety whittler)
- use a palm drill

Science/Nature/Environment

- identify and name a variety of wild and garden plants
- describe the plant structure (including trees)
- identify and name a variety of common animals from amphibians –mammals
- name sounds that they hear
- name animals in the environment and group them
- understand the importance of worms within our ecosystem

Art

- use natural materials to create artwork that they can talk about
- make clay animals and mud faces

Cooking

- be safe around a campfire
- understand why it is important to be safe around a campfire
- toast a marshmallow on a stick
- cook simply on an open fire with appropriate supervision

Physical Development/Healthy Lifestyles

- travel safely on rough ground
- carry sticks safely or pull larger logs
- talk about how being outside makes me feel
- describe the benefits of being outside
- know what is needed to survive (food, water and air)

Global Citizenship/Understanding of the World

- know why it is important to look after the environment
- understand they have a responsibility to help take care of the local community and the wider world

Year 3

Term 1 – Curriculum Enrichment Opportunities

DT (Kites)

Pupils will:

- use rope as a key material in design and technology linked to the Niagara Bridge story
- look at existing kites and pointing out the bridle, line, tow point, keel, sail, spars and tail
- explain the job that the different parts do
- explain what would happen without the different parts of a kite
- experience and evaluating flying a kite

Geography (Land Use)

Pupils will:

- draw simple sketch maps of the Forest area
- identify landmarks using a key
- choose symbols to use for a key
- describe our area as being urban or rural
- investigate tool use to work the land

Science (Light)

Pupils will:

- explain the benefits and dangers of the sun
- explain about UV light and its dangers
- explain how a shadow is formed
- observe patterns in the way shadows change size

Term 3 – Outdoor Adventurous Activity

Pupils will:

- listen to and cooperate with others
- use clear and concise verbal communication
- use non-verbal methods of communication
- successfully complete tasks as part of a team
- listen carefully to the instructions
- process what they need to do
- carry out each instruction step by step
- come up with a plan to solve a problem (a solution)
- work collaboratively to solve the problem
- understand and use directional language
- follow directions
- give directions using appropriate language

- understand the concept of a map and use one to position objects correctly
- orientate a map, moving and changing position
- understand what orienteering involves
- know the meaning of some common map symbols
- work collaboratively to match basic orienteering symbols with their meaning

Term 6 – Forest Bots

Pupils will:

Building, Problem-Solving and Teamwork

- make and play woodland versions of common games (pick-up sticks, noughts and crosses etc.)
- work in a team during woodland games and scavenger hunts
- build trust with peers through playing games

Tool Work

- whittle using age-appropriate tools (safety whittlers advancing to yellow handle knives)
- use secateurs and loppers with support to cut thinner sticks
- use a palm drill
- make sparks with a fire steel

Science/Nature/Environment

- identify deciduous and evergreen trees
- name some common birds and talk about their features and the sounds they make
- match tracks and other signs to animals.
- identify and classify things they observe
- talk about how to encourage wildlife into an area

Art

- sketch trees and plants
- choose shapes in nature and use them to inspire my artwork
- use natural materials to create more detailed artwork (e.g., Hapa Zome -traditional Japanese printing method)

Cooking

- be safe around a fire and explain the fire circle
- light a small fire safely, with close supervision
- toast a marshmallow on a stick
- cook on an open fire with appropriate supervision

Physical Development/Healthy Lifestyles

- describe their flexibility, strength, control and balance when participating in outdoor activities
- carry and move equipment around safely
- take part in outdoor activities and challenges on their own and in a team
- understand and describe the benefits of being outside

Global Citizenship/Understanding of the World

- describe different ways to look after the environment
- understand why they have a responsibility to help take care of the local community and the wider world
- play an active part in my local community

Year 4

Term 2 – Outdoor Adventurous Activity

Pupils will:

- follow instructions and work well as part of a team
- use equipment to solve challenges
- describe the reasoning behind their thinking
- show good leadership skills within my group
- adapt leadership skills to different challenges
- take on different roles within a team
- follow a basic map of a setting
- work well within a group
- name at least three qualities of good sportsmanship
- state what orienteering means
- record information accurately on a map
- understand why clear symbols are useful on a map
- design map symbols
- accurately plot symbols on a map
- mark control points on a map
- accurately find points marked on a map

Term 4 – Forest Bots

Pupils will:

Building, Problem-Solving and Teamwork

- make and play woodland versions of common games (pick-up sticks, noughts and crosses etc.)
- work in a team during woodland games and scavenger hunts
- build trust with peers through playing games

Tool Work

- whittle using age-appropriate tools (safety whittlers advancing to yellow handle knives)
- use secateurs and loppers with support to cut thinner sticks
- use a palm drill
- make sparks with a fire steel

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Term 5 – Curriculum Enrichment Opportunities

DT (Edible garden)

Pupils will:

- name herbs and know / experience how to grow them
- explain what makes a diet healthy and varied
- engage in opportunities to cook a healthy balanced meal
- recap where, when, and how strawberries are grown in the United Kingdom
- use kitchen tools correctly to prepare and make tasty and nutritious food items outdoors
- explain when tomatoes are in season in the UK and saying where and how they are grown
- plant tomatoes plants and document their growth
- prepare and cook a healthy and tasty meal using tomatoes as the main ingredient, outdoors.

Geography (Water)

Pupils will:

- explain and observe the three states of matter
- explain and show the key aspects of the water cycle using natural objects
- recap how clouds and rain are formed using sponges
- show how and why drinking water is cleaned through filtration

Science (Living things and their habitats)

Pupils will:

- identify vertebrates by observing their similarities and differences
- use a range of methods to sort living things
- collect and observe a range of vertebrates using specific equipment
- group and classify vertebrates identified
- recognise positive and negative changes to the local environment
- describe environmental dangers to endangered species

Year 5

Term 2 – Outdoor Adventurous Activity

Pupils will:

- work as part of a team effectively to complete a range of challenges
 - use a range of different methods to communicate effectively
 - know what orienteering is and understand why agility and endurance are important for this
 - understand what a compass is and how it works
 - locate where north is using a compass and use this information to find other directions
 - know the eight different directions on a compass
 - follow directional instructions, including clockwise and anti-clockwise, as well as 90 °, 180 °, 270 ° and 360° turns
 - know and understand the different features of a map, including symbols, key, scale and compass directions
 - follow a map to give clear, concise directions
 - complete the missing information on a map
 - use a map to navigate around the school grounds
 - know the meaning of orienteering symbols
 - mark and find control points on a map
 - set up an orienteering course for others to complete
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Term 3 – Curriculum Enrichment opportunities

Science (Earth and Space)

Pupils will:

- name the planets in the solar system
- place the planets in the solar system in the correct order using natural materials
- act out how the planets orbit the sun
- explain that day and night is due to rotation of the Earth
- discuss why night and day occur at different times in different places on Earth
- recap how the moon orbits the Earth and not the sun

DT (Global Foods)

Pupils will:

- name a variety of ingredients from different places
- say how an ingredient might be prepared and used
- recall the different food groups on the Eatwell plate
- say the nutritional benefits of rice
- explain where rice belongs on the Eatwell plate
- follow a recipe to measure ingredients accurately
- explain how to scale a recipe up or down
- use a heat source to cook rice

- explain the importance of correct storage and heating of cooked rice
 - grate and dice food
 - use some more advanced food skills and techniques, such as frying
 - use some basic food skills such as cracking an egg, peeling and shredding
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Term 5 – Forest Bots

Pupils will:

Building, Problem solving and Teamwork

- explain what humans need to survive
- work with others to research and obtain survival essentials and build using resources to hand
- understand the rules for safe foraging
- work with a team to build a waterproof shelter using tarpaulins
- use a range of simple knots

Tool Work

- use a palm drill and age-appropriate whittling tools (blue handle knives and bush knives)
- chop / saw wood with support (bow saw, axe, and Billhook's)
- make and tend a fire using a fire steel (incl. storm kettle)
- tie suitable knots for different purposes

Science/Nature/Environment

- name and identify some trees in our grounds by using a simple ID guide
- name and identify wildlife in and around our grounds by using a simple ID guide
- recognise pollution indicators in different habitats
- group objects according to their own criteria
- beginning to know the eight points on a compass

Art

- plan, make and create a decoration
- use natural shapes and structures to inspire artwork
- print using different natural materials

Cooking

- be safe around a fire and explain the fire circle
- prepare the fire-lighting equipment and light a fire safely with close supervision
- toast a marshmallow on a stick
- cook on an open fire

Physical Development/Healthy Lifestyles

- carry and move equipment around safely
- follow and make trails
- take part in outdoor activities and challenges on their own and in a team
- understand and can describe the benefits of being outside

Global Citizenship/Understanding of the World

- describe different ways to look after the environment
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Year 6

Term 1 – Curriculum Enrichment opportunities

DT (Marbulous Structures)

Pupils will:

- investigate free standing structures
- use a wider range of tools and equipment to perform practical tasks accurately
- develop a range of practical skills to create bends
- select from and use materials and components to make a marble run
- evaluate and improve design and technology work

PSHCE (Relationships, TEAM)

Pupils will:

- talk about the attributes of a good team
 - engage with opportunities to accept that people have different opinions and know that you can politely disagree with others and offer own opinion
 - compromise and collaborate to ensure a task is completed
 - reflect on the need to care for individuals within a team
 - identify hurtful behaviour and suggesting ways to help
 - understand the importance of shared responsibilities in helping a team to function successfully
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Term 4 – Outdoor Adventurous Activity

Pupils will:

- use a step-by-step approach to solve problems
 - work effectively with others to solve problems
 - evaluate problem-solving strategies
 - show perseverance and resilience when faced with problems and challenges
 - work effectively with others to achieve a common goal
 - approach tasks with a positive attitude
 - use effective verbal communication skills to deliver and receive information
 - use a range of non-verbal methods of communication successfully
 - effectively lead a small group through a warm-up and/or cool-down activity
 - play an important part in the group and cooperate with others effectively
 - demonstrate elements of good leadership
 - demonstrate cooperation and effective teamwork
 - know what a strategy is and understand the steps needed to make and carry out one effectively
 - orientate and follow a map to find control points in timed conditions
 - understand what orienteering involves and use knowledge to help design a themed orienteering activity
 - work collaboratively to put on an orienteering activity for a specific group of children
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Term 6 – Forest Bots

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Global Citizenship/Understanding of the World

- describe different ways to look after the environment

- understand why they have a responsibility to help take care of our local community and the wider world
- play an active part in their local and wider community