**Forest School – opportunities to support the learning in Topic: COMPUTING, DT, GEOGRAPHY, HISTORY, SCIENCE, ART**

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|  | **Term 1 & 2** | **Term 3 & 4** | **Term 5 & 6** |
| **Y1** | **Bright Lights! Big City**  Use technology purposefully to create, organise, store, manipulate and retrieve digital content – (use of camera and iPad).  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  Build structures, exploring how they can be made stronger, stiffer and more stable.  Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.  Identify seasonal and daily weather patterns in the United Kingdom.  Learn about significant historical events, people and places in their own locality.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | **Moon Zoom**  Distinguish between objects and the material from which it is made  Identify and name a variety of everyday materials  Describe the simple physical properties of a variety of everyday materials  Compare and group together a variety of everyday materials based on their simple physical properties.  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Build structures, exploring how they can be made stronger, stiffer and more stable.  Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | **Enchanted Woodland**  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees  Identify and name a variety of common woodland animals  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  Build structures, exploring how they can be made stronger, stiffer and more stable.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. |
| **Y2** | **Land Ahoy**  Identify and compare the suitability of a variety of everyday materials for certain uses.  Find out how the shapes of solid objects made from natural materials can be changed by squashing, bending, twisting, and stretching.  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].  Identify key physical features -season and weather.  Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. | **Tower and Turrets**  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 kinds of animals and plants, and how they depend on each other.  identify and name a variety of plants and animals in their habitats, including microhabitats.  Build structures, exploring how they can be made stronger, stiffer and more stable.  Select from and use a wide range of materials and components, including construction materials according to their characteristics.  Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | **Scented Garden**  Observe and describe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  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.  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. |
| **Y3** | **Scrumdiddlyumptious**  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.  Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  Investigate the way in which water is transported within plants.  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  Human geography, including: types of settlement and land use.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). | **Gods and Mortals**  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  Physical geography, including: the water cycle.  Learn about great natural artists, architects and designers in history. | **Through the Ages**  Experience fire, fire safety and the Fire cycle.  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Learn about changes in Britain from the Stone Age to the Iron Age.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). |
| **Y4** | **I am a Warrior**  Recognise that sounds get fainter as the distance from the sound source increases.  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  Understand how key events and individuals in design and technology have helped shape the world.  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  Use maps and the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  Britain’s settlement by Anglo-Saxons and Scots.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). | **Blue Abyss**  Construct and interpret a variety of food chains, identifying producers, predators, and prey.  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.  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). | **Potions**  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). |
| **Y5** | **Stargazers**  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). | **Alchemy Island**  Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning on the open fire.  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately.  Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities.  Use maps and the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). | **Time Traveller**  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  Describe the life process of reproduction in some plants and animals.  Encounter mini-beasts and the life cycle of a worm.  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  Physical Geography – water cycle and Human Geography – Land use.  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). |
| **Y6** | **A Child’s War**  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  Understand how key events and individuals in design and technology have helped shape the world.  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). | **Frozen Kingdom**  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities.  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). | **Blood Heart/ Hola Mexico**  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them  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.  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately.  Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities.  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). |