

St Johns Meads Church of England Primary School Forest School Overview

Our Forest School Intent Statement

At St John's Meads, our Forest School provides opportunities for children to experience and celebrate success, as well as to be immersed in challenges that enable them to practice managing frustration and disappointment in a safe environment as well practice and apply our school values of Enthusiasm, Responsibility, Attitude, Perseverance, Collaboration, Focus and Independence. We teach children how to understand and assess risk with growing independence as they mature into critical thinkers capable of making complex decisions safely with their own and others' wellbeing in mind.

Our Forest School Aim for Development of Skills

At St John's Meads, we offer regular Forest School sessions to children, which allow them to celebrate success and overcome challenges. This helps them to develop holistically and gain confidence and independence in their Learner Skills and Forest School Specific Skills. Through our spiral curriculum approach, children revisit and build on prior learning and skills. By the end of Key Stage 2, our aim is for children to have acquired the skills to work as a group, under the supervision of an adult, and to safely set up, light and maintain a fire. They should also be able to choose and erect an appropriate shelter for a variety of weather conditions, create simple projects from natural materials and simple tools, and follow a basic recipe to prepare food over the fire.

Forest School Principles

| Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School. | Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world. | Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners | Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves. | Principle 5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice. | Principle 6. Forest School uses a range of learner-centred processes to create a community for development and learning |
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| <ul style="list-style-type: none"> • Forest School takes place regularly, with the same group of learners, over an extended period of time encompassing the seasons. • A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure clearly demonstrates progression of learning. • The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development. | <ul style="list-style-type: none"> • Whilst woodland is the ideal environment for Forest School, many other sites, some with only a few trees, are able to support good Forest School practice. • The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover. • A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the forest school practitioner and the learners. • Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community. • Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation. | <ul style="list-style-type: none"> • Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and /or school education • Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional and spiritual aspects of the learner. | <ul style="list-style-type: none"> • Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests. • Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment. • Any Forest School experience follows a Risk-Benefit process that is tailored to the developmental stage of the learner. | <ul style="list-style-type: none"> • Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification. Find more information on Forest School qualifications here. • There is a high ratio of practitioner/adults to learners. • Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people. • Practitioners need to hold an up-to-date first aid qualification, which includes paediatric (if appropriate) and outdoor elements. • Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the roles and responsibilities of staff and volunteers. • The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too. | <ul style="list-style-type: none"> • A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners. • The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building. • Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School and is planned for where manageable • Forest School provides a stimulus for all learning preferences and dispositions. • Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future. • Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School. |

(Forest School Association 2011)

Forest School Holistic Development Opportunities and Suggestions

| Social | Physical | Intellectual | Character | Emotional | Spiritual |
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| <ul style="list-style-type: none"> • Allow and encourage children to lead activities and to support each other with activities. • Play games that rely on non-verbal communication or set challenges, such as tower or bridge building, for children to complete together without speaking. • Place children in different groups to give them experience of communicating with others of different ages, abilities and backgrounds. | <ul style="list-style-type: none"> • Provide opportunities for children to develop fine motor skills such as craft activities, use of knots and whittling. • Provide opportunities for children to develop gross motor skills such as hiding games, obstacle courses and tree climbing. | <ul style="list-style-type: none"> • Share knowledge and experience with the children. Encourage them to talk about their interests and experiences and take an active interest in them. • Provide a variety of activities to support children in learning and mastering new skills. | <ul style="list-style-type: none"> • Set challenging but achievable activities to develop personal satisfaction in achievements. • Child led activities that allow learners to take ownership of the sessions will help develop satisfaction and enrichment. | <ul style="list-style-type: none"> • Use reflective activities at the end of sessions that encourage mindfulness and self awareness. • Where possible and appropriate try to avoid interfering in conflict between children and give them the opportunity to develop conflict management skills. | <ul style="list-style-type: none"> • Encourage children to express their individual points of view and beliefs. • Place children in different groups to give them experience of communicating and working with others of different backgrounds, religions or beliefs. |

Forest School Session Structure



Forest School Specific Knowledge and Skills Progression

Through our spiral curriculum approach, children revisit and build on prior learning and skills. They are given increased independence in decision making and assessing risk. The tasks they encounter will become progressively challenging with a greater margin for error, which provides them with a safe and supportive environment to experience and manage frustration, challenge and success. They develop Forest School specific knowledge and skills through activities, which are rich in opportunities for holistic personal development.



| Term | Area | Knowledge focus | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn Term | Shelter Building | Substantive knowledge | Know that shelters can be used to shelter from rain | Know that shelters can be used to shelter from wind, rain and sun. | Know that shelters can be used to shelter from wind, rain and sun but must be in the right direction | Know that shelters can be used to shelter from various weather conditions but must be in the right direction and the right type of shelter | Know the lean-to, a-frame shelter and what they can be used for | Know the lean-to, a-frame and body bag shelter and what they can be used for | Know a range of shelters and their uses |
| | | Disciplinary knowledge | Introduction of basic shelter building with support (some indoor and outdoor equipment) Mini-den building for small animals | Supported construction of tripod structures (mini-den building) Erect a lean to shelter, with support | Independent use of tripod structures (animal den building) Introduction to lashing and frapping techniques to make frames Create a lean to shelter, independently or with limited support | Create a tarpaulin shelter in a woodland Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose | Design and build varying sized shelters using tarpaulin and materials found in a woodland Work successfully as a group, having considered and evaluated each members' contributions | Create a tipi shelter with camouflage Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose | Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters) Set up a simple tent |
| | | Vocabulary | Shelter, tarpaulin, rain | Poles, pegs, wind, rain, sun | Guy ropes, mallet, direction | Weather conditions, secure, taut, slack, | Tensioner, position, opposite, tension, balance, a-frame, lean-to | Body bag shelter, sturdiness, durability, weatherproofing, fit for purpose | tent, groundsheet, inner tent, fly sheet |
| | Using Fire for Cooking | Substantive knowledge | Know that fires are hot and the heat can be used for cooking | Know that fires provide heat and light Know that you can toast food over the fire | Know that fuel, oxygen and heat are needed to start | Know that heat to start a fire can come from friction and this is how a fire striker and a match work | Know that some fuels can choke a fire and prevent oxygen from getting to it | Know that if a fire is smoky it needs more heat Know when to add more fuel | Know that if it is windy or wet, a fire needs to be bigger to keep going. Know that shelters can be used to protect the fire from strong winds |
| | | Disciplinary knowledge | Observe and talk about fire lighting procedures, begin to contribute by selecting fuel Safety procedures – fire safety | Be safe around a fire Contribute to fire lighting by gathering fuel | Learn about the fire triangle Experience using fire strikers to spark a flame Light a piece of cotton wool (fairy pillow) Fire safety and the fire triangle | Identify the three key elements in the fire triangle Light a fairy fire and keep it going | Explain the elements of the fire triangle Roast food on a fire with support | Discuss the fire triangle in action, if the fire is going out, identify which element of the fire triangle is missing Cooking on a camp fire (roast food) Make and tend a fire safely | Prepare and light a campfire with supervision When the fire is going out, too smoky or not hot enough, trouble shoot by understanding the elements of fire triangle |
| | | Vocabulary | Fire, flame, wood, hot, burn, | Fuel, sticks, sizes, thin, thick, short, long | Fuel, heat, oxygen, fire triangle, fire striker, spark | Maintain, fuel, | choke, smoke, ash | Smoky, dry wood, green wood, | Weather conditions, adapt, adjust, shelter, wind break, |
| Spring Term | Using Tools | Substantive knowledge | Understand that each tool has a different job | Understand that tools make jobs easier | Know what a peeler is and what it is used for. Name the parts of a peeler. Know how to use a peeler safely. | Know what a bow saw is and what it is used for. Name the parts of a bow saw. Know how to use a bow saw safely | Know what secateurs are and what they are used for. Name the parts of secateurs. Know how to use secateurs safely. Know that tools will not last if they are not cleaned and cared for properly. | Know what loppers, hack saws and screwdrivers are and what they are used for. Name the parts of loppers, hack saws and screwdrivers. Know how to use loppers, hack saws and screwdrivers safely. | Know what a fixed blade knife is and what they are used for. Name the parts of a fixed blade knife. Know how to use a fixed blade knife safely. |
| | | Disciplinary knowledge | Introduction to tools – observe how basic gardening tools are used, begin to match tools to their job | Name and begin to use basic gardening tools | Begin to use a peeler for peeling fruit | Begin to use a peeler for whittling wood with support Begin to use a bow saw 1:1 with an adult to cut wood | Use secateurs for cutting 1cm thickness sticks Basic tool care and maintenance Planning gardening projects as part of a woodland management place | Use loppers for cutting >1cm thickness Use a hack saw for cutting doweling and thin pieces of wood Use a hand drill to make holes in wood Use a screw driver to join pieces of wood together with screws | Use a fixed blade knife for whittling wood. |
| | | Vocabulary | Tool, job, gardening, trowel, fork, | Rake, wheelbarrow, gloves, plant, soil, dig, break up | Peeler, peeler, grip, rotate, | Whittling, safety bubble, bark, bow saw, back and forth, respect position, wood | Secateurs, thickness, care, maintenance, rust, woodland management, prune, coppice | Loppers, hand drill, screw driver, screw, pilot hole | Fixed blade knife, green wood, core, pare, carve |
| | | Substantive knowledge | | | | | | | |

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| | Woodland management and gardening | Disciplinary knowledge | | | | | | | |
| | | Vocabulary | | | | | | | |
| Summer Term | Knots | Substantive knowledge | Know that shoes can be fastened by velcro or laces. Know their left and right | Know that knots are used to secure string and rope | Know that knots and lashing can be used to secure things together | Know that knots, lashing and frapping can be used to secure things to structures and trees | Know that knots and lashings have different uses | Know which knots and lashings to use to build a shelter | Know which knots and lashings to use to create simple projects and "gadgets" |
| | | Disciplinary knowledge | Tying shoelaces | Introduction to basic knots | More sophisticated use of knots for attaching to structures and trees Example – Overhand knot and half hitch Lashing techniques to make frames | More sophisticated use of knots for attaching to structures and trees Lashing and frapping frames and dual structures | More sophisticated knots for attaching to structures and trees Independent use of lashing and frapping techniques | Shelter hitches and knots More complex knots and selecting the correct knot for a job | More complex knots and selecting the correct knot for a job |
| | | Vocabulary | Shoe, lace, knot, bow, loop, over, under, around | Over hand knot | Half hitch, lashing | Frapping, structures, frames, | Square lashing, diagonal lashing, shear lashing | Trucker's hitch, clove hitch, bow line, figure eight | Tension, taut, loosen, slipknot, adjustable |
| | Nature and wildlife | Substantive knowledge | | | | | | | |
| | | Disciplinary knowledge | | | | | | | |
| | | Vocabulary | | | | | | | |

Forest School and Foundation Subject Cross-Curricular Matrix

All sessions involve a range of activities appropriate to the season, including the opportunity to develop the substantive and disciplinary knowledge listed above and the following cross curricular knowledge and skills. This skills list is not exhaustive as activities are planned in response to observations of classes and their interests.

| Term | Autumn | Spring | | Summer | | |
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| Whole school Forest School theme | Keeping Warm and Cooking | | Sowing and Growing | | Nature and Identification | |
| Focus skills | Fire and cooking Shelter building | | Using tools Woodland management | | Knots Identification | |
| PSHEe theme | 1. Being Me in My World Includes lessons on Self-Identity, Group Identity, Responsibilities, Consequences, Teamwork and introduces the Jigsaw Charter. | 2. Celebrating Difference Includes lessons on Similarity & Difference, Bullying, Stereotyping, Racism, Discrimination and Celebrating Differences and Individuality. | 3. Dreams and Goals Includes lessons on Aspirations, Goals, Challenges, Teamwork, Resilience, Jobs and Careers and Simple Budgeting. | 4. Healthy Me Includes lessons on Drugs and Alcohol Education, Self-Esteem and Confidence as well as Healthy Lifestyle choices. | 5. Relationships Includes lessons on Friendship, Family and other Relationships, Conflict Resolution, Communication, Loss and Bereavement. | 6. Changing Me Includes lessons on Coping Positively with Change, Puberty, Environmental and Life Cycles (includes Human Reproduction). |
| Reception | <p>PSHEe To start to recognise and manage my feelings. To work together and consider other people's feelings To identify something I am good at and understand everyone is good at different things</p> <p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery;</p> | | <p>PSHEe To use kind words to encourage other people To understand that if I persevere, I can tackle challenges To talk about a time I didn't give up until I achieved my goal To set a goal and work towards it To say how I feel when I achieve a goal and know what it means to feel proud Discuss how they have to keep practising and trying hard in their activities. To understand how and when to wash hands thoroughly and why this is important to our health.</p> <p>ELG: Creating with Materials Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used</p> | | <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> | |
| Year 1 | Ongoing: Science: Seasonal changes: observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies. | | | | | |
| | <p>PSHEe To understand my rights and responsibilities within our classroom and school To recognise how it feels to be proud of an achievement To recognise the choices I make and understand the consequences To recognise the range of feelings when I face certain consequences</p> <p>D&T Design, Make, Evaluate and Technical Knowledge (Structures) Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make 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 Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. build structures, exploring how they can be made stronger, stiffer and more stable D&T: Cooking and Nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p> | | <p>PSHEe To understand how to work well with a partner To tackle a new challenge and understand this might stretch my learning To identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them To say how I felt when I succeeded in a new challenge and how I celebrated it To talk about a thing I do well To identify how I feel when I am faced with a new challenge To know how I feel when I see obstacles and how I feel when I overcome them</p> <p>Science: Plants 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</p> <p>D&T Design, Make, Evaluate and Technical Knowledge (Mechanisms) Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make 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 Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> | | <p>PSHEe To know when I need help and know how to ask for it To understand that every time I learn something new I change a little bit To enjoy learning new things</p> <p>Science: Animals, including humans 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)</p> <p>Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 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</p> | |
| Year 2 | <p>PSHEe To understand the rights and responsibilities for being a member of my class and school</p> | | <p>PSHEe To carry on trying (persevering) even when I find things difficult To work well in a group</p> | | <p>PSHEe To be comfortable accepting appreciation from others To understand how it feels to trust someone</p> | |

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| | <p>To recognise the choices I make and understand the consequences To work cooperatively</p> <p>D&T: Cooking and Nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p> | <p>To describe some ways I worked well with my group</p> <p>To know how to share success with other people To describe things I have achieved and say how that makes me feel To work with others in a group to solve problems To describe you how I felt about working in my group</p> <p>Science: Plants 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</p> | <p>To feel proud about becoming more independent To recognise cycles of life in nature To understand there are some changes that are outside my control and recognise how I feel about this</p> <p>Science: Living things and their habitats explore and compare the differences between things that are living, dead, and things that have never been alive 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 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. Science: Animals, including humans notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 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</p> |
| Year 3 | <p>PSHEe To recognise my worth and identify positive things about myself and my achievements. To face new challenges positively, make responsible choices and ask for help when I need it To understand why rules are needed and how they relate to rights and responsibilities To understand that my actions affect myself and others and to care about other people's feelings To understand that my behaviour brings rewards/consequences To make responsible choices and take action To work cooperatively in a group To understand that my actions affect others and try to see things from their points of view To can give and receive compliments and know how this feels To try hard not to use hurtful words</p> <p>D&T: Cooking and Nutrition 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.</p> | <p>PSHEe To enjoy facing new learning challenges and working out the best ways for me to achieve them To break down a goal into a number of steps and know how others could help me to achieve it To be motivated and enthusiastic about achieving our new challenge To manage the feelings of frustration that may arise when obstacles occur To evaluate my own learning process and identify how it can be better next time To take responsibility for keeping myself and others safe To know some strategies for keeping myself safe, who to go to for help and how to call emergency services To identify when something feels safe or unsafe</p> <p>Science: Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <p>PSHEe To know how to negotiate in conflict situations to try to find a win-win solution</p> <p>Science: Animals, including humans 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement. Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use 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 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</p> |
| Year 4 | <p>PSHEe To know my attitudes and actions make a difference to the class team To understand that my actions affect myself and others To understand how groups come together to make decisions I can take on a role in a group and contribute to the overall outcome</p> <p>D&T: Cooking and Nutrition 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.</p> | <p>PSHEe To know how disappointment feels and identify when I have felt that way To know that reflecting on positive and happy experiences can help me to counteract disappointment To know how to cope with disappointment and how to help others cope with theirs To know what it means to be resilient and to have a positive attitude To enjoy being part of a group challenge To identify the contributions made by myself and others to the group's achievement To understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations</p> | <p>PSHEe To know how to stand up for myself and how to negotiate and compromise</p> <p>Science: Living things and their habitats 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. Science: Animals, including humans construct and interpret a variety of food chains, identifying producers, predators and prey. Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use 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 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</p> |
| Year 5 | <p>PSHEe To face new challenges positively and know how to set personal goals</p> | <p>PSHEe ...</p> <p>D&T Design, Make, Evaluate and Technical Knowledge (Mechanisms)</p> | <p>Science: Living things and their habitats describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> |

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| | <p>To make choices about my own behaviour because I understand how rewards and consequences feel To understand that my actions affect me and others To understand how an individual's behaviour can impact on a group To contribute to the group and understand how we can function best as a whole</p> <p>D&T Design, Make, Evaluate and Technical Knowledge (Structures) Design 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make 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 Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 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</p> <p>D&T: Cooking and Nutrition 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.</p> | <p>Design 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make 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 Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> | <p>describe the life process of reproduction in some plants and animals. Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use 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 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</p> |
| Year 6 | <p>PSHEe I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand why our school community benefits from a shared vision and how I can help others to follow it by modelling it myself To make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities To understand how an individual's behaviour can impact on a group To contribute to the group and understand how we can function best as a whole</p> <p>D&T: Cooking and Nutrition 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.</p> | <p>PSHEe To understand why it is important to stretch the boundaries of my current learning To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these To give praise and compliments to other people when I recognise their contributions and achievements</p> <p>Science: Evolution and adaption identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> | <p>Science: Living things and their habitats describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use 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 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</p> |