



Forest School

Intent & Implementation

Progression of Skills & Knowledge

Overall Statement of Curriculum Intent

The curriculum at Astwood Bank Primary School is derived from a precise understanding of our children's needs. We want to provide a centre for learning and opportunity; a place where all the children in our care can thrive. We cherish our children and want them to look back with treasured memories, stepping forward with passion and skills to be life-long learners. We have designed a curriculum to provide a breadth of exciting, purposeful learning experiences to ensure a rapid development of knowledge, skills, independence and confidence. The aim is for our children to develop life skills needed for them to become positive, aspirational and moral citizens with an understanding of global issues and a tolerant voice to support understanding and change.

Our curriculum intent includes planned opportunities to:

- Ensure a love and desire to learn
- Enrich and challenge all learners
- Develop the skills to prepare children for life in the world we live in
- Become resilient, positive, aspirational learners
- Develop 'pupil voice' and children as leaders in their learning
- Close all learning gaps
- Develop ambitious vocabulary choices
- Learn in a stimulating environment both inside and outside the classroom
- Engage in purposeful learning, opportunities including: visits, visitors, workshops, theme days, outdoor learning and cookery.
- Engage families in providing the skills and understanding to support as partners in learning
- Develop mastery skills by planning for breadth and depth
- Appreciate the world they live in and understand our local and global community
- Develop a voice to promote change and a confidence to speak out about issues that are important to us.
- Develop the social, moral, spiritual and cultural development of all our learners.
- Learn how to lead a healthy life
- Experiences to aspire and learn about different career opportunities
- Children leave our school as able, independent, caring, confident, respectful learners ready to find their place in the world.

Approaches to learning

- * Underpinned with core values
- * Promotion of learning independence
- * Instilling a passion for learning
- * Promoting effective communication and teamwork
- * High expectation of all pupils
- * Personalised support for all pupils
- * Consistent approaches to teaching and learning
- * Exciting cross-curricular themes
- * High quality resources and learning environment

Learning Drivers:

RESILIENCE—means not giving up/persisting; having a positive view of oneself as a learner, managing distractions

RESOURCEFULNESS—means using your initiative and a range of strategies; being independent

REFLECTION—means thinking about your own learning; planning your work; assessing your own work

RELATIONSHIPS—means you can learn effectively in a group; know when to work in a pair, group or alone

Further information about the curriculum

Our Curriculum is based around the 2014 National Curriculum for KS1 and KS2 and the Early Years framework for EYFS. It is designed to provide our learners with a range of different learning experiences that meet the needs and interests of all pupils. We plan and organise activities to promote learning and personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities, visits and visitors that the school organises in order to enrich the experiences of our children.

We aim to teach children how to grow into positive, responsible people, who are tolerant of others and can work and co-operate together whilst developing knowledge, skills and attitudes to learning, in order for them to become life-long learners.

Cultural Capital is important to us, our curriculum promotes respect for the views of each individual child, as well as for different cultures and religious beliefs. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate to have a spacious learning environment; this is respected and used throughout lessons by all in school.

We aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Curriculum Overview (INTENT) FOREST SCHOOL

Head Teacher	Deputy Head	Outdoor Education Leader
Mrs Debbie Yarnold	Mr Paul Mellows	Mrs Charlotte Hall



Astwood Bank Primary School

Astwood Bank Primary School—Forest schools Education Themes

THEMES	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	-	Dinosaurs/fossils Skeletons/funny bones Autumn	Dinosaurs and fossils	Skeletons/stone age man	Autumn	-	-
Autumn 2	-	Autumn Weather Tool making	-	-	Autumn	Weather/clouds	Tool making
Spring 1	-	Stickman Worms/soil Music Making	Stickman	Wormery/soil hedgehogs	Music Making	-	-
Spring 2	-	Music Making Pullies and leavers Tree life cycle	-	-	Music Making	Pullies and levers	life cycle of a tree
Summer 1	-	Pirates Cooking plants	Fire and cooking	plants	-	-	-
Summer 2	-	Mini beasts Forces?	-	-	Mini beasts habitats	?	Forces?

FOREST SCHOOL CURRICULUM—YEAR 6

TERM	Topic	Learning Objectives	Teaching Narrative	Key Vocabulary
Autumn 2	Tool making	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>The children will be learning how to use and handle tools safely. They will be using different tools, some working one to one with an adult and some with a friend. They will be making old fashioned tools like:</p> <p>Wooden brooms out of sticks and string, Stone axes from sticks, stones and string, grinding wheat in their own mortal and pesail, whittling sticks to make a hammer. Sawing logs on the logs bench, finding materials to make their own fire then using flints to try and light it.</p>	
Spring 2	The life cycle of a tree	<p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>describe the life process of reproduction in some plants and animals</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe changes across the four seasons</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>The children will be learning about the life cycle of a tree. Looking at how and why it grows and loses its leaves, what happens to the leaves when they fall off, and how the leaves, flowers and seedlings help the tree to survive and generate. They will also be learning about the different parts of a tree and looking at the seasons of a tree goes through, then they will plant their own oak tree.</p> <p>Watch a short video on trees</p> <p>Making a tree book</p> <p>Making a big picture of the life cycle of a tree</p> <p>Making brown bag trees</p> <p>Life cycle wheels</p> <p>Tree hunts and id cards</p> <p>Tree and leaf rubbing/ painting</p> <p>tree faces</p> <p>planting a seedling</p>	

FOREST SCHOOL CURRICULUM—YEAR 6 continued

TERM	Topic	Learning Objectives	Teaching Narrative	Key Vocabulary
Summer 2	Forces	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>The children learning by making and experimenting with different forces by:</p> <p>Making their own catapult</p> <p>Balloons cars down a track also balloon boats in water</p> <p>Pegs animals</p> <p>Making a boat to hold coins</p> <p>parachutes</p> <p>Investigating magnets on different materials and seeing if they can make the magnet move materials using their different poles</p>	

FOREST SCHOOL CURRICULUM—YEAR 5

TERM	Topic	Learning Objectives	Teaching Narrative	Key Vocabulary
Autumn 2	Weather & clouds	<p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>The children will be looking at the different types of weather we have in Britain. They will learn how and why some of these weather types happen by exploring and making their own weather. They will be looking and naming the different types of clouds. And learning how to read the weather station.</p> <p>Making a cloud in a jar</p> <p>Looking at clouds and learning their names</p> <p>Using the weather station to record their environment's weather</p> <p>Looking and labeling a water cycle chart</p> <p>To make earth sun and moon discs</p> <p>Talk about weather for each season</p>	

FOREST SCHOOL CURRICULUM—YEAR 5 continued

TERM	Topic	Learning Objectives	Teaching Narrative	Key Vocabulary
Spring 2	Pulleys & levers	<p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Compare how things move on different surfaces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>	<p>The children will be learning how to set up and work pulleys and levers. The children will be set challenges in small groups to get object from one area to another using the things in a baskets</p> <p>Here the children will work together to set up a pulleys system and activity make it work.</p> <p>The children will be working out distances they need to get their toy to.</p> <p>They will be working in small groups of 5-6 children</p> <p>The children will be investigating how the earths pull, pulls things to the floor and how hard it is too pull it back up.</p>	
Summer 2	Light	<p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that object are seen because they give out or reflect light into the eye</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>The children will be learning about light, where we get it from and how it moves around the earth. They will learn about keeping safe while out in the sun and how the sun casts shadows when objects get in the suns rays.</p> <p>The children will be.</p> <p>Drawing around their shadows</p> <p>Making shadow pictures</p> <p>Looking at shadow movement</p> <p>Using cds to make the light travel around the area and understand that light travels in straight lines</p> <p>Making their own glasses from different coloured papers</p>	

FOREST SCHOOL CURRICULUM—YEAR 4

TERM	Topic	Learning Objectives	Teaching Narrative	Key Vocabulary
Autumn 1 & 2	Autumn	<p>Observe changes across the four seasons</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>The children will be learning about the 4 different seasons and looking mainly at autumn. They will learn why the leaves change colour. Why they fall off the tree and what leaves do for the tree and animals that life in or around them. They will learn this by:</p> <p>Watching a short video on leaves.</p> <p>Making leave pictures, mobiles, rubbing and paintings</p> <p>Putting leaves on the wormery to see how the worms pull them underground.</p> <p>Making leave hedgehogs, leave crowns and bracelets</p> <p>Looking at leaves under the microscope</p> <p>Talk about the weather for each season</p>	
Spring 1 & 2	Music making	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p>For the children to learn about sound and the way it moves through space and changes to the way the wind is. For the children to listen to the noises around their environment. To understand and name the type of materials they have to make instruments for the children to understand sound can be made in different ways</p> <p>For the children to listen to the sounds around them</p> <p>To play a sound game '123 where are you' to help listen for sound and understand about volume</p> <p>To look at different material and make their own instruments</p>	

FOREST SCHOOL CURRICULUM—YEAR 4 continued

TERM	Topic	Learning Objectives	Teaching Narrative	Key Vocabulary
Summer 1 and 2	Mini beasts & Habitat's	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	<p>The children will be learning about all the different mini beast we have in our environmental area, they will be using magnifying glasses and micro scopes to look closely at them and using books to identify them.</p> <p>They will be labeling insects body parts and drawing some of the bugs they find.</p> <p>Using magnifying glasses and micro scopes to look closely at the insects</p> <p>Labeling the insects</p> <p>Looking at pond life and the insects in there</p> <p>Using books to identify their bugs.</p> <p>Observational drawings</p> <p>Bug hunts</p> <p>Tree sweeping</p>	

FOREST SCHOOL CURRICULUM—YEAR 3

TERM	Topic	Learning Objectives	Teaching Narrative	Key Vocabulary
Autumn 1	Skeletons/ Stone age	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>	<p>The children will be learning about their skeleton and how the different parts all join together. They will be learning some names of the bones and how they work.</p> <p>The children will also be looking at the people from the stone age and the different things they did and how they adapted materials around them to make their tools</p> <p>Digging for bones in the sand</p> <p>Making stick skeleton pictures</p> <p>Drawing skeletons with chalk using their body outline to put them in.</p> <p>Making stone axes</p> <p>Grinding wheat</p> <p>Moving heavy things with logs and ropes (challenge)</p> <p>Making fires</p>	
Spring 1	Wormery/soil hedgehogs			

FOREST SCHOOL CURRICULUM—YEAR 3 continued

TERM	Topic	Learning Objectives	Teaching Narrative	Key Vocabulary
Summer 1	plants	<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Recognise that living things can be grouped in a variety of ways</p>	<p>The children will be learning about plants and labeling the different parts of a plant. They will be learning what a plant need to survive and doing and experiment to see which plant grows the best. they will look at the different ways plant drink the water and how we can water the plants. They will also be putting plants into different groups in a book and potting their own plant to take home.</p> <p>Labeling plants</p> <p>Experiment with plants looking at the different places we can put them t grow.</p> <p>Looking at the leaves and roots of a plant under a micro scope</p> <p>Learning how we can water plants and setting up the water butt</p> <p>Making a book of different sorts of plants</p> <p>Potting a sunflower seed</p>	

RE in Years 3 & 4 Tier 2 Vocabulary

FOREST SCHOOL CURRICULUM—YEAR 2

TERM	Topic	Learning Objectives	Teaching Narrative	Key Vocabulary
Autumn 1	Dinosaurs And fossils	<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring</p>	<p>The children will be learning about dinosaurs and fossils by looking at the different sort of dinosaurs there were and learning about the food they ate. They will be looking at fossils and learning what they are and where they can be found. They will be making nests to house the eggs and setting up a dinosaur land to giving them everything they need to survive.</p> <p>Making salt dough fossils</p> <p>Looking at real fossils and making rubbings</p> <p>Excavating dinosaur bones in the sand using brushes and small trowels</p> <p>A challenge to Making dinosaur nests from mud and sticks that holds 6 dinosaur eggs</p> <p>Making their own dinosaur land</p> <p>Making foot prints</p>	<p>Fossils, dinosaurs,, Bones/ skeletons, Excavation, nests, foot prints, rubbings, salt dough, imprint, habitat, survive, need, food, water, carefully, assemble</p>
Spring 1	Stickman	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>The children will be reading the story of stickman and then leaning about how they can keep stickman healthy by eating the right things and doing exercise. The children will be making their own stickman, making stick skeletons and labeling the body parts. They will also be making healthy snacks.</p> <p>Making their own stickman</p> <p>Making fruit kababs</p> <p>Making a house for stickman providing him with warmth, food and drink</p> <p>Labeling the body</p> <p>Making stick bodies</p>	

FOREST SCHOOL CURRICULUM—YEAR 2 continued

TERM	Topic	Learning Objectives	Teaching Narrative	Key Vocabulary
Summer 1	<p>Fires and cooking</p>	<p>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 (°C)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>The children will be looking and learning about fire safety. What they need around them to stay safe. What to do if they ever got burnt. They will be finding materials needed to make fires and looking at how to make a fire with an adult. The children will be using cooking equipment to cut up veg and other ingredients and will be making vegetable soup and some rocky road. In doing so they will be able to see how some ingredients melt and how things change when heated. They will also be learning how to put a fire out safely.</p> <p>Peeling and cutting up ingredients</p> <p>Finding materials and helping to make a fire</p> <p>Watching the differences as things cook</p> <p>Putting the fire out safely</p>	

FOREST SCHOOL CURRICULUM—YEAR 1

TERM	Topic	Learning Objectives	Teaching Narrative	Key Vocabulary
Autumn 1	Dinosaurs/fossils Skeletons/funny bones Autumn	<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Observing closely, using simple equipment</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Observe changes across the four seasons</p>	<p>The children will be learning about different dinosaurs we had. What happened to them and how we can still find them today through fossils and bones. Dinosaur land, Fossil drawing and rubbings, Dot to dots, Bone digs, Dinosaur foot prints.</p> <p>The children will be learning about skeleton's by reading the story funny bones the will also be looking at the cave man and learning about the things they did and used. They will be drawing and making their body with sticks to represent their bones, bone digs, cave picture, den building, clay pots</p> <p>The children will be learning about the season Autumn and creating lots of art work to do with autumn and the colours it brings. Leave rubbings and painting, leave hats and bracelets, leave hedgehog's and mobiles and leave big art on the floor</p>	
Autumn 2	Autumn Weather/clouds Tool making	<p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>The children will be learning about the season Autumn and creating lots of art work to do with autumn and the colours it brings. Leave rubbings and painting, leave hats and bracelets, leave hedgehog's and mobiles and leave big art on the floor</p> <p>The children will be learning about the weather and the names of the different sorts we get. They will be looking at the clouds and learning about the sun and the moons movement</p> <p>The children will be learning how to handle and use some tool safely in order to make their own tools, like wooden brushes, axes, hammers etc.</p>	

Spring 1	<p>Stickman</p> <p>Music making</p>	<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify how sounds are made, associating some of them with something vibrating</p>	<p>The children will be reading the story of stickman and then learning about how they can keep stickman healthy by eating the right things and doing exercise. The children will be making their own stickman, making stick skeletons and labeling the body parts. They will also be making healthy snacks.</p> <p>For the children to learn about sound and the way it moves through space and changes to the way the wind is. For the children to listen to the noises around their environment. To understand and name the type of materials they have to make instruments for the children to understand sound can be made in different ways</p>	
Spring 2	<p>Music making</p> <p>Pullies and levers</p> <p>Life cycle of a tree</p>	<p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Observe changes across the four seasons</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>The children will be learning how to set up and work pulleys and levers. The children will be set challenges in small groups to get object from one area to another using the things in a baskets</p> <p>The children will be learning about the life cycle of a tree. Looking at how and why it grows and loses its leaves, what happens to the leaves when they fall off, and how the leaves, flowers and seedlings help the tree to survive and generate. They will also be learning about the different parts of a tree and looking at the seasons of a tree goes through, then they will plant their own oak tree.</p>	

FOREST SCHOOL CURRICULUM—YEAR 1 continued

TERM	Topic	Learning Objectives	Teaching Narrative	Key Vocabulary
Summer 1	Pirates Fire/Cooking plants	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>The children will be looking and learning about fire safety. What they need around them to stay safe. What to do if they ever got burnt. They will be finding materials needed to make fires and looking at how to make a fire with and adult. The children will be using cooking equipment to cut up veg and other ingredient and will be making vegetable soup and some rocky road. In doing so they will be able to see how some ingredients melt and how things changes when heated. They will also be learning how to put a fire out safely.</p> <p>The children will be learning about plants, what a plant need to survive and doing and experiment to see which plant grows the best. they will look at the different ways plant drink the water and how we can water the plants. They will also be putting plants into different groups in a book and potting their own plant to take home.</p>	
Summer 2	Mini beasts & habitats Light Forces	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p>	<p>The children will be learning about all the different mini beast we have in our environmental area, they will be using magnifying glasses and micro scopes to look closely at them and using books to identify them.</p> <p>The children will be learning about light, where we get it from and how it moves around the earth. They will learn about keeping safe while out in the sun and how the sun casts shadows when objects get in the suns rays.</p> <p>The children learning by making and experimenting with different forces. Making their own catapult, Balloons cars down a track also balloon boats in water. Pegs animals, Making a boat to hold coins, parachutes and Investigating magnets on different materials and seeing if they can make the magnet move materials using their different poles</p>	

FOREST SCHOOL CURRICULUM—Reception

TERM	Topic	Learning Objectives	Teaching Narrative	Key Vocabulary
Autumn 1	Super heroes			
Autumn 2	Festivals			
Spring 1	Story telling			
Spring 2	Transport			
Summer 1	Space			
Summer 2	Food and farming			