

Layston Forest School Curriculum Map & Rationale

Rationale for our Forest School curriculum

We intend to provide a Forest School curriculum, which will enable children to reach their full potential. We will encourage children to know how to keep safe while taking risks to build resilience and independence. In Forest School, we build healthy collaborative relationships and develop positive mental health and well-being through being outside and connecting with nature. Forest School also enhances and supports the national curriculum subjects through active outdoor learning.



What is Forest School?

Forest School is a long-term outdoor education process that is holistic and learner-led. It allows children to develop themselves through healthy engagement with problem solving and self-discovery, all within a natural environment in a hands-on and thoughtful manner. Topics are cross-curricular and many opportunities are given to develop personal skills, which may include climbing, use of tools and teamwork.

Forest School is built on six principles:

1. It is a long term, repetitive learning process.
2. Forest School empowers children to take responsibility for their own learning and development.
3. Forest School promotes holistic, individualised learning and development.
4. It offers opportunities for pupils to take supported risks appropriate to themselves.
5. A qualified Level 3 Forest School Leader facilitates Forest School.
6. Forest School uses a natural outdoor space.

We teach children to enjoy spending time in nature without leaving a trace that they have been there.

Through our weekly Forest School sessions, we aim to:

- * Promote the well-being of all children;
- * Advance their knowledge of nature;
- * Provide opportunities for their holistic development;
- * Develop spiritual connection with beautiful natural surroundings.



Forest School YR Progression of skills, attitudes and knowledge

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| General Forest School skills and attitudes | <ul style="list-style-type: none"> ○ With support, I can get dressed in waterproof over clothes. ○ I am starting to zip my coat up myself. ○ I wear my boots on the correct feet. ○ With support I layer up in cold weather, or cover up in sunny weather. ○ I show courage in coming to the Wild Wood with familiar adults. ○ I show respect for the Forest School boundaries. ○ I become increasingly confident to participate safely in risky Forest School activities such as climbing on the brash pile, swinging in the hammock, climbing trees, and playing imaginatively and collaboratively in the Wild Wood. |
| Forest School games | <ul style="list-style-type: none"> ○ I am beginning to listen with sustained focus and follow rules to play energising games on the way to Forest School. |
| Shelter | <ul style="list-style-type: none"> ○ I can work collaboratively, with adult supervision, to explore making safe dens in the Forest. ○ I know how to carry a heavy or long log safely. |
| Fire | <ul style="list-style-type: none"> ○ I know how to stay safe around a fire. ○ I can help collect dry sticks to store in the fire box. ○ I enjoy watching the flames while seated safely around the fire. ○ I enjoy food cooked on the fire (popcorn, potatoes, pancakes, hot chocolate). |
| Nature | <ul style="list-style-type: none"> ○ I know not to pick or eat anything from the Forest. ○ I know how to look after plants and trees in the Forest by not picking or breaking them. ○ I am starting to become familiar with some trees in the Wild Wood (Cherry, Holly, Ash, Horse Chestnut, Hazel) ○ I am starting to identify a few birds often seen in the Wild Wood, by their appearance and by their call (robin, great tit, red kite, magpie). ○ I can identify some mini beasts. ○ With support I go pond-dipping and an adult helps me identify pond creatures. ○ I begin to learn about animals found around the school environment (hedgehogs, squirrels, foxes). ○ I plant beans and potatoes in the allotment, and spring bulbs in the school planters. I help them to grow. ○ I can name the 4 compass points. ○ I know the seasons and am noticing how the environment differs in each season. |
| Tools Use of tools is dependent on trust and a level of individual responsibility | <ul style="list-style-type: none"> ○ With adult support I am able to use binoculars to spot birds for the RSPB Bird watch. ○ I enjoy using a kaleidoscope, noticing what different parts of the Wild Wood look like through it. ○ I can use a magnifying glass safely to observe plants and mini-beasts. ○ I can use a garden trowel to dig in the allotment. ○ With adult help I can use a palm drill to make a hole in a wooden disc. ○ I am practising using para-cord to tie simple knots. ○ I can play games with a rope under adult supervision. |
| Knots and ropes | <ul style="list-style-type: none"> ○ I can tie a simple stopper knot. |

EYFS Curriculum Links to FS

| Area | Objective |
|-----------------------------------|---|
| <u>UtW objectives:</u> | <ul style="list-style-type: none"> -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. |
| <u>EAD objectives:</u> | <ul style="list-style-type: none"> -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. -Make use of props and materials when role-playing characters in narratives and stories. -Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs. |
| <u>Maths objectives:</u> | <ul style="list-style-type: none"> -Have a deep understanding of number to 10, including the composition of each number. -Recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. |
| <u>C&L objectives:</u> | <ul style="list-style-type: none"> -Listen attentively and respond to what they hear with relevant questions, comments and actions -Make comments about what they have heard and ask questions to clarify understanding -Hold conversations when engaged in back and forth exchanges with staff and peers -Use recently introduced vocabulary -Offer explanations for why things might happen, making use of recently introduced vocabulary -Express their ideas and feelings about their experiences using full sentences. |
| <u>PSED objectives:</u> | <ul style="list-style-type: none"> -Show an understanding of their own feelings and the feelings of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs. |
| <u>PD objectives:</u> | <ul style="list-style-type: none"> -Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing -Use a range of small tools. |

Forest School Y1 Progression of skills, attitudes and knowledge

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| General Forest School skills and attitudes | <ul style="list-style-type: none"> ○ I often dress myself in waterproof over clothes. ○ I can zip my jacket up, asking for help if necessary. ○ I wear my boots on the correct feet. ○ I know how to layer up in cold weather, or cover up in sunny weather. ○ I show courage in coming to the Wild Wood with familiar adults. ○ I can ask for help or use my words to express how I am feeling prior to and in Forest School. ○ I show growing responsibility in taking care of my clothes (including gloves, hats, coats, shoes) before, during and after each session. ○ I respect Forest School boundaries and procedures. |
| Forest School games | <ul style="list-style-type: none"> ○ I am familiar with Forest School games and participate in a variety of activities on the way to the Wild Wood. |
| Shelter | <ul style="list-style-type: none"> ○ I know how to carry a heavy or long log safely. ○ I can construct a mini-A-frame shelter for a forest fairy or small animal following adult guidance. ○ I can work collaboratively, with adult supervision, to create human sized shelters. |
| Fire | <ul style="list-style-type: none"> ○ I know how to stay safe around a fire ○ I understand the fire triangle ○ I can make a spark using a fire steel ○ I enjoy food cooked on the fire (popcorn, potatoes, pancakes, hot chocolate). |
| Nature | <ul style="list-style-type: none"> ○ I know how to look after plants and trees in the Forest by not picking or breaking them. ○ I am starting to identify some trees in the Wild Wood (Cherry, Holly, Ash, Horse Chestnut, Hazel) ○ I can identify a few birds often seen in Forest School, by their appearance and by their call. (Robin, Great tit, red kite, magpie) ○ I can identify some mini beasts. ○ With support I go pond-dipping and an adult helps me identify pond creatures. ○ I begin to learn about animals found around the school environment (hedgehogs, squirrels, foxes). ○ I plant beans and potatoes in the allotment, and spring bulbs in the school planters. I help them to grow. ○ I can name the 4 compass points ○ I know the seasons and am noticing how the environment; the weather and our clothing differs in each season. |
| Tools Use of tools is dependent on trust and a level of individual responsibility | <ul style="list-style-type: none"> ○ I can use binoculars, focussing them for my eyes and identifying birds for the RSPB Bird Watch. ○ I can use a magnifying glass safely to observe mini-beasts. ○ I can use a garden trowel or small garden fork safely. ○ I can use a palm drill with adult supervision. ○ I can use para-cord and laces to tie simple knots. ○ I can play games with a rope and adult supervision. |
| Knots and ropes | <ul style="list-style-type: none"> ○ I am attempting to tie shoe laces with support ○ I am learning an overhand knot, cow hitch knot. |

Y1 National Curriculum Links to FS

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p><u>Science objectives:</u></p> <p>I can observe changes across the four seasons.</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p> | <p><u>Science objectives:</u></p> <p>Everyday Materials Marvellous Materials</p> <p>I can distinguish between an object and the material from which it is made.</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> | <p><u>Science objectives:</u></p> <p>Everyday Materials Let's build <i>Three Little Pig's materials investigation</i>.</p> <p>I can describe the simple physical properties of a variety of everyday materials.</p> | <p><u>Science objectives:</u></p> | <p><u>Science objectives:</u></p> <p>Plants - what's growing in our gardens? <i>Bean plant investigation</i>.</p> <p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> | <p><u>Science objectives:</u></p> <p>Animals</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> |
| <p><u>Geography objectives:</u></p> <p>I can identify seasonal and daily weather patterns in the United Kingdom.</p> | <p><u>Geography objectives:</u></p> | <p><u>Geography objectives:</u></p> <p>I can focus on key physical features, including: forest, hill, mountain, soil, valley, vegetation.</p> | <p><u>Geography objectives:</u></p> | <p><u>Geography objectives:</u></p> <p>I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> | <p><u>Geography objectives:</u></p> <p>I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> |
| <p><u>Art objectives:</u></p> <p>I can print & make rubbings using natural objects.</p> | <p><u>Art objectives:</u></p> | <p><u>Art objectives:</u></p> | <p><u>Art objectives:</u></p> | <p><u>Art objectives:</u></p> <p>I can collect natural objects to use for printing into my clay tile.</p> <p>I can explore 3D & sculpture using natural objects (see Andy Goldsworthy's work)</p> | <p><u>Art objectives:</u></p> <p>I can explore camouflage.</p> |
| <p><u>PSHRE objectives:</u></p> <p>SRE: I can devise rules for how to behave in FS.</p> <p>SRE: I can get to know my peers in a different setting (FS).</p> <p>HE: I understand the importance of personal hygiene in FS.</p> | <p><u>PSHRE objectives:</u></p> <p>HE: I understand the hazards around FS and fire & sharp objects.</p> | <p><u>PSHRE objectives:</u></p> | <p><u>PSHRE objectives:</u></p> | <p><u>PSHRE objectives:</u></p> | <p><u>PSHRE objectives:</u></p> <p>SRE: I can ask for help when I need it.</p> <p>SRE: I can listen effectively.</p> <p>HE: I understand and can identify some of the needs of living things in FS.</p> |

Forest School Y2 Progression of skills, attitudes and knowledge

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| General Forest School skills and attitudes | <ul style="list-style-type: none"> ○ I always dress myself in waterproof over clothes. ○ I zip my jacket up independently. ○ I wear my boots on the correct feet. ○ I know how to layer up in cold weather, or cover up in sunny weather. ○ I show courage and enjoyment in coming to the Wild Wood with familiar adults. ○ I respect Forest School boundaries and procedures. |
| Forest School games | <ul style="list-style-type: none"> ○ I am familiar with Forest School games and participate fully in a variety of activities on the way to the Forest. |
| Shelter | <ul style="list-style-type: none"> ○ I know different styles of shelter, A-frame, tipi and lean-to. ○ I work collaboratively to create human sized shelters. ○ I am aware how to keep my friends safe and myself during shelter building activities. |
| Fire | <ul style="list-style-type: none"> ○ I know how to stay safe around a fire. ○ I understand the fire triangle. ○ With support, I can start a 5- minute fire using a fire steel and let it go out again. ○ I can help cook food on the fire (popcorn, potatoes, pancakes, hot chocolate). |
| Nature | <ul style="list-style-type: none"> ○ I know how to look after plants and trees in the Forest by not picking or breaking them. ○ I can identify some trees in the Wild Wood (Cherry, Holly, Ash, Horse Chestnut, Hazel) and describe their leaves, bark, berries, seeds). ○ My ability to identify a few birds often seen in Forest School is growing. ○ I can identify some mini beasts. ○ With support I go pond-dipping and can identify pond creatures against an ID chart. ○ I begin to learn about animals found around the school environment (hedgehogs, squirrels, foxes). ○ I plant beans and potatoes in the allotment, and spring bulbs in the school planters. I help them to grow. ○ I can name and begin to use the 4 compass points. ○ I know the seasons and am noticing how the environment; the weather and our clothing differs in each season. |
| Tools Use of tools is dependent on trust and a level of individual responsibility | <ul style="list-style-type: none"> ○ I can use binoculars, focussing them for my eyes and identifying birds for the RSPB Bird Watch. ○ I can use a magnifying glass safely to observe mini-beasts. ○ I can use a garden trowel or small garden fork safely. ○ I can use a palm drill independently. ○ I can use para-cord and laces to tie simple knots. ○ I can use a rope safely to build dens in the Wild Wood. |
| Knots and ropes | <ul style="list-style-type: none"> ○ I am able to tie my shoe laces independently. ○ I am learning a figure of 8 knot, timber hitch knot. |

Y2 National Curriculum Links to FS

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|---|---|--|
| <p><u>Science objectives:</u></p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> | <p><u>Science objectives:</u></p> | <p><u>Science objectives:</u></p> <p>All living things and their habitats</p> <p>I can 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.</p> | <p><u>Science objectives:</u></p> <p>All living things and their habitats</p> <p>I can 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.</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> | <p><u>Science objectives:</u></p> | <p><u>Science objectives:</u></p> <p>Plants</p> <p>I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> |
| <p><u>Geography objectives:</u></p> <p>I can use simple compass directions (North, South, East and West).</p> | <p><u>Geography objectives:</u></p> <p>I can use simple compass directions (North, South, East and West).</p> | <p><u>Geography objectives:</u></p> <p>I can focus on key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> | <p><u>Geography objectives:</u></p> | <p><u>Geography objectives:</u></p> <p>I can 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.</p> | <p><u>Geography objectives:</u></p> <p>I can 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> |
| <p><u>Art objectives:</u></p> <p>I can print & make rubbings using natural objects.</p> | <p><u>Art objectives:</u></p> | <p><u>Art objectives:</u></p> <p>I can explore 3D & sculpture using natural objects (see Andy Goldsworthy's work).</p> | <p><u>Art objectives:</u></p> | <p><u>Art objectives:</u></p> | <p><u>Art objectives:</u></p> |
| <p><u>PSHRE objectives:</u></p> <p>SRE: I can get to know my peers in a different setting (FS).</p> | <p><u>PSHRE objectives:</u></p> | <p><u>PSHRE objectives:</u></p> <p>SRHE: I can make safe choices in FS.</p> | <p><u>PSHRE objectives:</u></p> <p>HE: I understand the importance of personal hygiene in and around FS.</p> | <p><u>PSHRE objectives:</u></p> | <p><u>PSHRE objectives:</u></p> |

Forest School Y3 Progression of skills, attitudes and knowledge

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| General Forest School skills and attitudes | <ul style="list-style-type: none"> ○ I can independently dress myself appropriately for each Forest School session, showing awareness of the season and weather. ○ I show courage and enjoyment in coming to the Wild Wood with familiar adults. ○ I respect Forest School boundaries and procedures. |
| Forest School games | <ul style="list-style-type: none"> ○ I participate fully and fairly in Forest School games. ○ I can use my memory and seasonal knowledge to initiate appropriate warm up activities. |
| Shelter | <ul style="list-style-type: none"> ○ I can construct different styles of shelter using a variety of materials (logs, tarpaulins and ropes) and using my growing knowledge of knots. |
| Fire | <ul style="list-style-type: none"> ○ I know how to stay safe around a fire. ○ I understand the fire triangle. ○ With growing independence, I can start a 5-minute fire using a fire steel and ensure it is extinguished safely. ○ I can help cook food on the fire (popcorn, potatoes, pancakes, hot chocolate). |
| Nature | <ul style="list-style-type: none"> ○ I can identify trees in the Wild Wood (Cherry, Holly, Ash, Horse Chestnut, Hazel), describe them and know other stories and facts about them. ○ With encouragement, I can enjoy climbing or sitting near a tree I like. ○ I can identify birds often seen in Forest School by their appearance and call. ○ I can identify four mini-beasts. ○ When pond-dipping, I am able to identify pond creatures, either by memory or using an ID chart. ○ I know about some small animals found around the school environment. ○ I can confidently plant beans and potatoes in the allotment, and harvest them in due course. ○ I can plant spring bulbs, showing awareness of how they grow. ○ I am familiar with 4 compass points and can use a compass. ○ I know the seasons, and when they appear in the calendar year. |
| Tools Use of tools is dependent on trust and a level of individual responsibility | <ul style="list-style-type: none"> ○ I can use secateurs safely with adult supervision. ○ I can use a bow saw 1:1 with an adult. ○ I can use a palm drill independently. ○ I can use a variety of cord and rope. |
| Knots and ropes | <ul style="list-style-type: none"> ○ I am able to tie my shoe laces independently. ○ I am learning a timber hitch knot. |

Y3 National Curriculum Links to FS

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|--|---|
| <p><u>Science objectives:</u></p> | <p><u>Science objectives:</u></p> | <p><u>Science objectives:</u> Rocks and fossils</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>I can recognise that soils are made from rocks and organic matter.</p> | <p><u>Science objectives:</u></p> | <p><u>Science objectives:</u> Animals Humans + Parts of the Body</p> <p>I can 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.</p> | <p><u>Science objectives:</u> Plants</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>I can 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>I can investigate the way in which water is transported within plants.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> |
| <p><u>Geography objectives:</u></p> | <p><u>Geography objectives:</u></p> <p>I can describe and understand key aspects of: Physical geography including Rivers and the water cycle.</p> | <p><u>Geography objectives:</u></p> | <p><u>Geography objectives:</u></p> | <p><u>Geography objectives:</u></p> <p>I can use the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p> | <p><u>Geography objectives:</u></p> <p>I can use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |
| <p><u>Art objectives:</u></p> | <p><u>Art objectives:</u></p> | <p><u>Art objectives:</u></p> | <p><u>Art objectives:</u></p> <p>I can look at foreground and background when drawing.</p> | <p><u>Art objectives:</u></p> | <p><u>Art objectives:</u></p> |
| <p><u>PSHRE objectives:</u></p> <p>SRE: I can work cooperatively in FS.</p> | <p><u>PSHRE objectives:</u></p> <p>HE: I know what to do in an emergency in FS.</p> | <p><u>PSHRE objectives:</u></p> | <p><u>PSHRE objectives:</u></p> | <p><u>PSHRE objectives:</u></p> <p>HE: I can take responsibility in FS.</p> | <p><u>PSHRE objectives:</u></p> |

Forest School Y4 Progression of skills, attitudes and knowledge

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|---|---|
| General Forest School skills and attitudes | <ul style="list-style-type: none"> ○ I independently dress myself appropriately for each Forest School session, showing awareness of the season and weather. ○ I show courage, familiarity and enjoyment in coming out to Forest School. ○ I am responsible in looking after Forest School clothing. ○ I show awareness of the school environment and will fully engage in seasonal and maintenance activities. ○ I show responsibility when participating in risky activities such as tree climbing. |
| Forest School games | <ul style="list-style-type: none"> ○ I participate fully and fairly in Forest School games. ○ I can use my memory and seasonal knowledge to initiate appropriate warm up activities. |
| Shelter | <ul style="list-style-type: none"> ○ I can identify different styles of shelter. ○ I safely make dens with my friends using a variety of materials, logs, sticks, ropes, tarpaulins. ○ I know how to keep myself and others safe while constructing shelters. |
| Fire | <ul style="list-style-type: none"> ○ I know how to stay safe around a fire. ○ I understand the fire triangle. ○ I can use a fire steel confidently to start a fire. ○ I can experiment with different fire lays. ○ I can help an adult cook food on the fire (popcorn, potatoes, pancakes, hot chocolate, bread). |
| Nature | <ul style="list-style-type: none"> ○ I can identify trees in the Wild Wood (Cherry, Holly, Ash, Horse Chestnut, Hazel), describe them and know other stories and facts about them. I can compare trees from Forest School. ○ I have my favourite tree in Forest School and can spend time happily sitting under or in it. ○ I am confident in identifying some birds from the Wild Wood, and can describe their appearance. ○ I am confident in identifying a range of mini-beasts. ○ When pond-dipping, I am able to identify pond creatures either by memory or using an ID chart. ○ I know about some small animals found around the school environment. ○ I can create habitats and feeding stations to encourage wildlife around school. ○ I am confident planting beans and potatoes in the allotment, and harvest them in due course. ○ I can plant spring bulbs, showing awareness of how they grown. ○ I am familiar with the 4 compass points and can use a compass. ○ I know the seasons, when they appear in the calendar year, and am becoming familiar with equinoxes and solstices. |
| Tools Use of tools is dependent on trust and a level of individual responsibility | <ul style="list-style-type: none"> ○ I can use secateurs safely with adult supervision. ○ I can use a bow saw 1:1 with an adult. ○ I can use a palm drill independently. ○ I can use a variety of cord and rope. ○ I can use a draw knife 1:1 with an adult. ○ I can use loppers 1:1 with an adult. |
| Knots and ropes | <ul style="list-style-type: none"> ○ I am confident using a variety of knots and lashing to join sticks and wood together. |

Y4 National Curriculum Links to FS

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|--|--|
| <p><u>Science objectives:</u></p> | <p><u>Science objectives:</u> States of Matter</p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p><u>Science objectives:</u></p> | <p><u>Science objectives:</u> Animals including humans</p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p> | <p><u>Science objectives:</u> Living things</p> <p>I can recognise that living things can be grouped in a variety of ways.</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>I can recognise that environments can change and that this can sometimes pose dangers to living things.</p> | <p><u>Science objectives:</u></p> |
| <p><u>Geography objectives:</u></p> <p>I can use the eight points of a compass and four-figure grid references.</p> | <p><u>Geography objectives:</u></p> <p>I can use the eight points of a compass and four-figure grid references.</p> | <p><u>Geography objectives:</u></p> <p>I can describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts within those areas.</p> | <p><u>Geography objectives:</u></p> | <p><u>Geography objectives:</u></p> <p>I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> | <p><u>Geography objectives:</u></p> |
| <p><u>Art objectives:</u></p> <p>I can explore the work of Andy Goldsworthy and create my own temporary 3D sculpture using natural autumn materials</p> | <p><u>Art objectives:</u></p> | <p><u>Art objectives:</u></p> <p>I can experience & explore surface patterns/textures, and describe them.</p> | <p><u>Art objectives:</u></p> | <p><u>Art objectives:</u></p> <p>I can explore environmental and manmade patterns.</p> | <p><u>Art objectives:</u></p> <p>I can explore environmental and manmade patterns.</p> |
| <p><u>PSHRE objectives:</u></p> | <p><u>PSHRE objectives:</u></p> | <p><u>PSHRE objectives:</u></p> | <p><u>PSHRE objectives:</u></p> <p>SRE: I know how to keep myself safe in FS. I can develop my independence in FS.</p> | <p><u>PSHRE objectives:</u></p> <p>SRE: I can work co-operatively. I understand my connection to others and nature.</p> | <p><u>PSHRE objectives:</u></p> |