

Woodmancote School - Outdoor Learning – Progression

Little Chestnuts

Development Matters objectives covered:

Communication and Language:

- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Physical Development:

- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Understanding the world:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Talk about the differences between materials and changes they notice.

Personal and social:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts

<u>Area of Development Matters</u>	Year Specific Skills (Toolkit Skills)
<u>Communication and language</u>	<ul style="list-style-type: none"> • Understand and respond appropriately to questions or instructions in an outdoor environment. • Speak in sentences about things encountered outdoors using a widening range of vocabulary. • Begin a conversation with an adult or friend outdoors, taking it in turns to speak and listen.
<u>Physical development</u>	<ul style="list-style-type: none"> • Select an appropriate resource or tool to carry out a simple plan outdoors. • Safely move a large stick with a friend. • Begin to use a vegetable peeler to whittle a vegetable with close adult support. • Get dressed for outdoor learning with increasing independence.
<u>Understanding the world</u>	<ul style="list-style-type: none"> • Use all senses to explore natural resources and notice differences and change. • Plant a seed and observe its stages of growth. • Begin to respect and care for natural environments and living things.
<u>Personal and Social</u>	<ul style="list-style-type: none"> • Use talk to organise myself and my friend(s) when exploring outdoor environments. • Begin to solve conflicts with growing assertiveness. • I can begin to independently follow the Outdoor Learning Rules.

Reception

Development Matters objectives covered:

Communication and Language:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases
- Use new vocabulary in different contexts.

Physical Development:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping, skipping, climbing
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: trowels, potato peeler
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Mallets and stakes
- Develop overall body-strength, balance, co-ordination and agility
- Further develop the skills they need to manage the school day successfully: lining up and queuing

Understanding of the world:

- Draw information from a simple map.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Personal and Social

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.

- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Area of Development Matters	Year Specific Skills (Toolkit Skills)
Communication and language	<ul style="list-style-type: none"> • Listen carefully to adults and peers in outdoor environments • Articulate and describe outdoor experiences in some detail using well-formed sentences and appropriate vocabulary. • Begin to ask questions about things they encounter outdoors. • Use talk to solve problems, organise thinking and undertake activities.
Physical development	<ul style="list-style-type: none"> • Independently and safely move across different terrain safely using acquired fundamental movement skills. • Select and safely use trowels, potato peelers and mallets with growing independence. • Prepare for and manage outdoor learning with growing independence (Getting dressed, lining up and sitting at basecamp)
Understanding the world	<ul style="list-style-type: none"> • Draw simple maps of different outdoor areas. • Continue to use all senses to explore the natural world around them, describing what they can see, hear and feel while outdoors. • Notice growth and seasonal change.
Personal and Social	<ul style="list-style-type: none"> • Build and maintain constructive friendships outdoors. • Express and moderate their feelings when outdoors. • Work as team to achieve small, challenging tasks, solving problems and recognising others' perspectives and feelings. • Remember and follow outdoor learning rules

Year 1

National Curriculum objectives covered:

Art:

- Experiment with a variety of media
- Begin to control the types of marks made with the range of media.
- Draw on different surfaces.
- Investigate textures by describing, naming, rubbing, copying.
- Paint on different surfaces with a range of media.
- Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- Have some experience of weaving and understand the process and some techniques.
- Use appropriate language to describe colours, media, equipment and textures.

Computing:

- With support, collect data (e.g. numerical, research facts).
- Record and play back sounds.
- Use cameras to record an activity.
- Physically follow and give each other instructions.
- Give commands to control direction and movement, including straight, forwards, backwards, turn.

DT

- Use materials construction materials and kits, textiles, food and mechanical components
- Choose suitable tools for making
- Follow safety and food hygiene procedures
- Measure, mark, cut and shape materials and components
- Join, assemble and combine materials and components
- Understand that food comes from plants or animals
- Understand that food has to be farmed, caught, or grown

Geography

- I can use simple observational skills to study the geography of the school and its grounds
- I can use and make simple maps of the local area

- I can use words such as near and far, left and right to talk about where things are
- I can describe seasonal weather changes
- I can show I know about changes that are happening in the local environment e.g. at school
- I can suggest ideas for improving the school environment

History

- I can use common words and phrases relating to the passing of time
- Relate his/her own account of an event and understand that others may give a different version
- Talk, draw or write about aspects of the past

Music:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes

PE:

- An understanding of the need for correct clothing (changing, safety).
- Work individually and with others.
- Engage in cooperative physical activities
- Participate in team games.

Science:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies
- Explore the world around them, leading them to ask some simple scientific questions about how and why things happen
- Observe the natural and human world around them
- Observe changes over time
- Decide how to sort and classify objects with some help

Area of National Curriculum	Year Specific Skills (Toolkit Skills)
Art	<ul style="list-style-type: none"> • Draw, paint, print and rub on different surfaces with growing control. • Create and describe artwork using natural resources they have collected. • Demonstrate weaving techniques.
Computing	<ul style="list-style-type: none"> • With support, record video and images of outdoor learning activities using a camera. • With support, collect data in outdoor environments. • Play games which involve giving and receiving commands that control direction and movement.
DT	<ul style="list-style-type: none"> • Independently tie overhand and half hitch knots. • Independently whittle vegetables using a vegetable peeler. • Select and use suitable resources and equipment safely. • Plant and observe the growth of sesame seeds, sunflower seeds and lettuces. • Recognise the uses of fire and act safely around it.
Geography	<ul style="list-style-type: none"> • Observe outdoor environments, noticing seasonal change, weather patterns and local change in their environment. • Use and make maps of outdoor areas using appropriate vocabulary to describe position (near/far etc.) • Suggest ideas for improving outdoor environments.
History	<ul style="list-style-type: none"> • Recount an outdoor activity using appropriate words/phrases.
Music	<ul style="list-style-type: none"> • I can remember and perform some camp fire songs as part of a large group.
PE	<ul style="list-style-type: none"> • Understand the need for correct clothing and independently get changed for Outdoor Learning. • Work individually or as part of a team to solve problems and participate in games.
Science	<ul style="list-style-type: none"> • Explore the world around them, asking simple scientific questions about how and why things happen.

	<ul style="list-style-type: none"> Identify and name a variety of wild, garden and flowering plants (Including evergreen and deciduous trees) Identify and name a variety of common animals (Including fish, amphibians, reptiles, birds and mammals)
--	---

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Topic:	Animals	The Victorians	By the seaside
Science	Animals (Including humans) Everyday materials?	Seasonal Change	Plants
Art + DT	Planting sesame seeds and sunflowers season.	Bridges Planting Lettuces	Lighthouses Making bread/sandwiches

Year 2

National Curriculum objectives covered:

Art

- Control the types of marks made with the range of media.
- Draw on different surfaces with a range of media.
- Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.
- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
- Explore carving as a form of 3D art

Computing:

- Ask questions and consider how they will collect information.
- Collect data, generate charts to find answers (e.g. pictogram).

DT

- Discuss what their steps for making could be
- Choose materials to use based on suitability of their properties
- Choose suitable tools for making whilst explaining why they should be used
- Follow safety and food hygiene procedures
- Measure, mark, cut and shape materials and components
- Join, assemble and combine materials and components
- Understand that food comes from plants or animals
- Understand that food has to be farmed, caught, or grown

Geography

- I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features
- I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes

PE

- Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty).

- An understanding of the need for PE uniform (changing, safety).
- Awareness of how exercise is important for a healthy lifestyle and mind.

Science

- 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
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- 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 micro-habitats
- 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.
- Explore the world around them, leading them to ask some simple scientific questions about how and why things happen
- Observe the natural and human world around them
- Observe changes over time
- Decide how to sort and classify objects with some help

<u>Area of National Curriculum</u>	<u>Year Specific Skills (Toolkit Skills)</u>
Art	<ul style="list-style-type: none"> • Independently, draw, paint, print and rub on different surfaces with increasing control. • Continue to create artwork using natural materials • Weave a range of materials (Grass, threads, willow)
Computing	<ul style="list-style-type: none"> • Independently record videos and picture of outdoor activities. • Collect data and generate simple charts using natural resources.
DT	<ul style="list-style-type: none"> • Act safely around fire by explaining the fire triangle. • Plant and observe the growth of raspberries and oats. • Create a small shelter for a nocturnal animal using natural resources and suitable equipment. • Begin to saw wood with adult support. • Safely use secateurs to cut sticks with adult support. • Safely whittle sticks with adult support • Tie a shoe lace and reef knot.
Geography	<ul style="list-style-type: none"> • Observe and record key human and physical characteristics of local, outdoor environments using simple fieldwork. • Use 4-point compass directions and locational language to describe features of outdoor environments.
Music	<ul style="list-style-type: none"> • Remember and perform camp fire songs with expression as part of a large group.
PE	<ul style="list-style-type: none"> • Solve problems and communicate clearly in team games and activities. • Notice how being outdoor affects them both mentally and physically. • Independently get changed and prepared for outdoor learning, selecting appropriate clothing.
Science	<ul style="list-style-type: none"> • Describe the basic life cycle and needs of plants, humans and animals (Including habitats) • Sort and classify objects in outdoor environments. • Recognise differences between things that are living, dead and have never been alive. • I can identify habitats within the school grounds and talk about what might live there based on their needs. • Observe the natural and human world around them, asking questions about how and why things happen (Including changes over time)

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Topic</u>	Explorers	The Great Fire of London	Nocturnal Animals
<u>Science</u>	Healthy Eating Scientific Enquiry	Materials Plants	Living things and their habitats.
<u>Art / DT</u>	Make overnight oats. Make Christmas cakes	Fire Engines Plant Raspberries	Nocturnal Shelters Plant Oats

Year 3

National Curriculum objectives covered:

Art

- Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.
- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Create repeating patterns.
- Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
- Join two parts successfully.
- Continue to explore carving as a form of 3D art.

Computing

- Use logical thinking to solve an open-ended problem by breaking it up into smaller parts.

DT

- Share and discuss ideas with others
- Order the main stages of making
- Choose materials to use based on suitability of their properties
- Create pattern pieces and prototypes
- Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making
- Follow safety and food hygiene procedures
- Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe
- Understand that the seasons can affect food produce

Geography:

- I can make more detailed fieldwork sketches/diagrams
- I can use and interpret maps, globes, atlases and digital mapping to find countries and key features
- I can make plans and maps using symbols and keys
- I can show I know the physical and human features of my locality

PE:

- Awareness of how exercise can help support our mental wellbeing.
- To follow and give instructions.
- Communicate ideas and listen to others.
- Work with a partner and a small group.
- Plan and attempt to apply strategies to solve problems.
- Reflect on when and why I was successful at solving challenges.
- Developing basic map reading skills.

Science:

- 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.
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change

<u>Area of National Curriculum</u>	<u>Year Specific Skills (Toolkit Skills)</u>
Art	<ul style="list-style-type: none"> • Begin to use sketch books to explore techniques, collect materials and sketch natural forms. • Create repeating patterns using natural resources. • Lash sticks together to make a weaving frame.
Computing	<ul style="list-style-type: none"> • Solve multi step, open ended problems by breaking them up into small parts.
DT	<ul style="list-style-type: none"> • Experiment with wattle and daub as a construction technique. • Independently and safely whittle a stick to a point. • Safely use a palm drill with support. • Safely use a saw safely and independently. • Tie a cow hitch, sheet bend, figure of 8 and friendship knots. • With support, carve a simple form based on a mud prototype. • Plant and observe the growth of seasonal fruit (berries)
Geography	<ul style="list-style-type: none"> • Make detailed field sketches of physical and human features in in my local area. • I can make, interpret and follow simple maps of outdoor environments using symbols and keys.
PE	<ul style="list-style-type: none"> • I can explain how being outdoors affects my mental and physical wellbeing. • Attempt problems with a partner or small group, planning, attempting and reflecting on strategies.
Science	<ul style="list-style-type: none"> • Identify and name the parts of a flowering plants, recognising how these vary between species of plants. • Recognise and name a variety of flowing plants. • Compare and group different types of rocks. • Recognise that soils are made of organic matter and rocks. • Record patterns in and explain why shadows move throughout the day. • Suggest simple methods of protecting yourself from the sun.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Topic:	Stone Age to Iron Age	Roman Britain	Rivers and Mountains Wonderful Woodmancote
Science:	Rocks, Fossils and Soils.	Magnets Plants and Flowers	Light and Dark Healthy Bodies
Art and DT	Construct roundhouses Plant berries	Roman Shields Hot Cross Buns	Smoothie Making

Year 4

National Curriculum objectives covered:

Art

- Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.
- Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
- Join two parts successfully.
- Continue to explore carving as a form of 3D art.

Computing

- Use logical thinking to solve an open-ended problem by breaking it up into smaller parts.

DT

- Share and discuss ideas with others
- Choose materials to use based on suitability of their properties
- Choose suitable tools for making whilst explaining why they should be used
- Follow safety and food hygiene procedures
- Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe.
- Understand that the seasons can affect food produce.

Geography:

- I can make more detailed fieldwork sketches/diagrams.
- I can make plans and maps using symbols and keys.
- I can show I know the physical and human features of my locality.

PE:

- Awareness of how exercise can help support our mental wellbeing.
- To follow and give instructions.
- Communicate ideas and listen to others.
- Work with a partner and a small group.
- Plan and attempt to apply strategies to solve problems.
- Reflect on when and why I was successful at solving challenges.
- Developing basic map reading skills.

Science:

- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Compare and group materials together, according to whether they are solids, liquids or gases
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- 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
- Recognise that vibrations from sounds travel through a medium to the ear
- Recognise that sounds get fainter as the distance from the sound source increases.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
-

<u>Area of National Curriculum:</u>	<u>Year Specific Skills (Toolkit Skills)</u>
Art	<ul style="list-style-type: none">• Use sketch books to explore techniques, collect materials and sketch natural forms.• Join two parts successfully selecting a knot they have previously learnt.
Computing	<ul style="list-style-type: none">• Solve multi step, open ended problems by breaking them up into small parts.
DT	<ul style="list-style-type: none">• Use whittle and daub to construct a small dwelling.• Begin to whittle sticks with a whittling knife.• Independently use a palm drill to create a wooden bug.

	<ul style="list-style-type: none"> • Cut safely and independently, selecting the correct tool for the job. • Tie a carrier knot and use it to carry something. • Continue to experiment with carving techniques. • Plant and grow potatoes, garlic and onions to make soup.
Geography	<ul style="list-style-type: none"> • I can make more detailed fieldwork sketches/diagrams. • I can make plans and maps using symbols and keys. • I can show I know the physical and human features of my locality.
PE	<ul style="list-style-type: none"> • I can explain how being outdoors affects my mental and physical wellbeing. • Attempt problems with a partner or small group, planning, attempting and reflecting on strategies. • Design and navigate a simple orienteering course with a partner.
Science	<ul style="list-style-type: none"> • I can construct and interpret a variety of food chains, identifying producers, predators and prey. • I can compare and group materials together, according to whether they are solids, liquids or gases • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • 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 • I can recognise that sound gets quieter as distance from the source increases.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Topic:	Dragons / Vikings	Water/Canals	Greeks
Science:	Sound Electricity	States of Matter Living things and their environment	Food chains (Animals)
Art/DT:	Design and make a Christmas decoration (Sewing)	Plant beans, potatoes and carrots.	Make a vegetable soup- using vegetables grown through the year. Plant onions and garlic ready for the following year.

Year 5

National Curriculum objectives covered:

Art

- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Work in a safe organised way, caring for equipment.
- Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.

DT

- Choose suitable tools for making whilst explaining why they should be used
- Use design criteria whilst making
- Demonstrate problem solving skills when encountering a mistake or practical problem
- Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe

- Understand that the seasons can affect food produce

PE

- Awareness of body changes before, during and after exercise.
- Awareness of how exercise is important for a healthy body and lifestyle.
- Awareness of how exercise can help support our mental wellbeing.
- Reflect on when and how they were successful at solving challenges, and alter methods in order to improve.
- Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.
- Use critical thinking to approach a task.
- Navigate around a course using a map.

Science

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

<u>Area of National Curriculum</u>	<u>Year Specific Skills (Toolkit Skills)</u>
Art	<ul style="list-style-type: none"> • Use sketch books to explore techniques, collect materials and sketch natural forms. • Confidently create sculptures using natural and recycled materials. • Use appropriate joining techniques.
DT	<ul style="list-style-type: none"> • Continue to experience whittling and carving using knives. • Explain how store and care for a range of outdoor equipment. • Tie a bowline knot.
PE	<ul style="list-style-type: none"> • Recognise the affect that exercise has on mental and physical wellbeing. • Work effectively as part of a small group, sharing idea, agreeing a strategy and using critical thinking to reflect upon their successes and failures. • Design and navigate a simple orienteering course with a partner
Science	<ul style="list-style-type: none"> • Recognise that the force of gravity acts between the earth and a falling object, • Experiment with air resistance, water resistance and friction.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Topic:	Rainforests + Mayans	Space	Cheltenham
Science:	Scientific Enquiry Properties and changes of materials	Earth and Space Force	Living things and their environments Animals including humans.
Art / DT:		Product that requires levers and pulleys- link to Science forces topic Sow tomatoes, garlic, courgettes.	Cooking- vegetable pasta with tomato sauce July- plant onions/garlic ready for following year

Year 6

National Curriculum objectives covered:

Art

- Work in a safe, organised way, caring for equipment.
- Use sketchbooks to collect and record visual information from different sources.
- Confidently carve a simple form.
- Solve problems as they occur.

DT

- Choose suitable tools for making whilst explaining why they should be used
- Use design criteria whilst making
- Follow safety and food hygiene procedures
- Demonstrate problem solving skills when encountering a mistake or practical problem
- Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe
- Understand that the seasons can affect food produce

Geography

- 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 his/her knowledge of the United Kingdom and the wider world

PE

- Awareness of body changes before, during and after exercise.
- Awareness of how exercise is important for a healthy body and lifestyle.
- Awareness of how exercise can help support our mental wellbeing.
- Work effectively with a partner and a group.
- Use critical thinking to form ideas.
- Pool ideas within a group, selecting and applying the best method to solve a problem.
- Reflect on why and how they are successful at solving challenges and adapt methods in order to improve.
- Orientate and map efficiently to navigate around a course.

Science

- 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.
- Give reasons for classifying plants and animals based on specific characteristics.

<u>Area of National Curriculum:</u>	<u>Year Specific Skills (Toolkit Skills)</u>
Art	<ul style="list-style-type: none"> • Use sketch books to explore techniques, collect materials and sketch natural forms.
DT	<ul style="list-style-type: none"> • Select and use tools in a safe and organised way, caring for equipment. • Confidently carve a simple tool (Spoon, mallet, tent peg) • Plant beans, broccoli carrots and peppers. • I can built a waterproof shelter using tarpaulin and securing it using knots I have learnt.
Geography	<ul style="list-style-type: none"> • Interpret maps using grid references, symbols and keys. • Navigate using the eight points of a compass.
PE	<ul style="list-style-type: none"> • Recognise the affect that exercise has on mental and physical wellbeing. • Work effectively as part of a small group, sharing idea, agreeing a strategy and using critical thinking to reflect upon their successes and failures. • Design and navigate a simple orienteering course with a partner
Science	<ul style="list-style-type: none"> • I can use and create a key to identify trees and animal tracking signs. • I can identify different animal groups and describe their habitats. • I can survey an area and record statistics.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Topic:</u>	World / Globe	World War Two	Egyptians
<u>Science:</u>	Human Body Evolution and Inheritance	Light Classification	Electricity Lifecycles and Reproduction
<u>Art/DT:</u>	Design and cook using the skill of frying.	Plant beans, broccoli, carrots and peppers.	