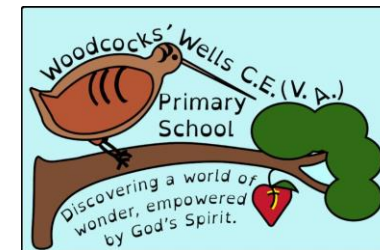


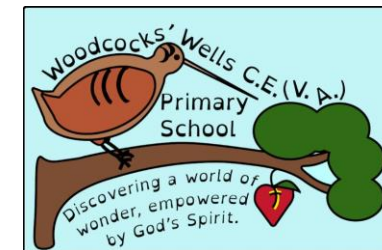
# Learning outside the Classroom LKS2

	<b>Technique</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>A</b>	Forest School	<ul style="list-style-type: none"> <li>• Create a tarpaulin shelter.</li> <li>• Test shelter for durability, weatherproofing and sturdiness.</li> <li>• Use a bow saw to cut disks</li> <li>• Learn how to tie a cow hitch</li> <li>• Light a cotton wool and keep a small fire going using small sticks.</li> <li>• Use a dutch oven to make French bread pizza.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a tarpaulin shelter looks like.</li> <li>• Select materials needed for the shelter.</li> <li>• Work as a team to build a shelter.</li> <li>• Design a test to check the durability, weatherproofing and sturdiness of the shelter.</li> <li>• Know how to safely use a bow saw.</li> <li>• Use a bow saw to cut small disks.</li> <li>• Know the knot story of a cow hitch.</li> <li>• Be able to tie a cow hitch with support/independent.</li> <li>• To know the respect position.</li> <li>• To create a spark with a fire striker.</li> <li>• Use the spark to light a cotton wool ball.</li> <li>• Select appropriate sized fire wood to keep a small fire going for 5 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Tarpaulin</li> <li>• Shelter</li> <li>• Materials</li> <li>• Team</li> <li>• Test</li> <li>• Durability</li> <li>• Weatherproofing</li> <li>• Sturdiness</li> <li>• Safety</li> <li>• Bow saw</li> <li>• Cutting edge</li> <li>• Handle</li> <li>• Cow hitch</li> <li>• Spark</li> <li>• Fire striker</li> <li>• Fuel</li> <li>• Wood</li> <li>• Spread</li> <li>• Grate</li> <li>• Dutch oven</li> <li>•</li> </ul>



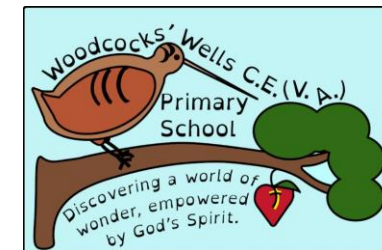
## Learning outside the Classroom LKS2

			<ul style="list-style-type: none"> <li>• Use skills learnt in previous years to make French bread pizza.</li> <li>• Know how to use a grater to grate cheese.</li> <li>• Know how to use a dutch oven.</li> <li>• Bake French bread pizza in dutch oven.</li> </ul>	
	Geography/ maths	<ul style="list-style-type: none"> <li>• Carry out a bird survey in our area.</li> <li>• Know and use the 8 points of a compass.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a table to note findings of bird survey.</li> <li>• Select a period of time.</li> <li>• Tally chart the birds that are seen.</li> <li>• Create a graph to show the different types of birds that are seen.</li> <li>• Know the 8 points of a compass.</li> <li>• Use the 8 points of a compass to describe the location of an object.</li> </ul>	<ul style="list-style-type: none"> <li>• Table</li> <li>• Survey</li> <li>• Bar chart</li> <li>• Compass</li> <li>• North</li> <li>• East</li> <li>• South</li> <li>• West</li> <li>• North east</li> <li>• North west</li> <li>• South east</li> <li>• South west</li> <li>• Location</li> </ul>
	English and drama	<ul style="list-style-type: none"> <li>• Know what a kennings poem is.</li> <li>• Know how to perform a poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a kennings poem about woodland creatures.</li> <li>• Create a rap to perform poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Kennings</li> <li>• Rap</li> <li>• perform.</li> </ul>
	Play-exploration (linked to my activity passport)	<ul style="list-style-type: none"> <li>• Work in a team during wide games and scavenger hunts</li> </ul>	<ul style="list-style-type: none"> <li>• Gain confidence</li> <li>• Work as a team</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• team</li> </ul>



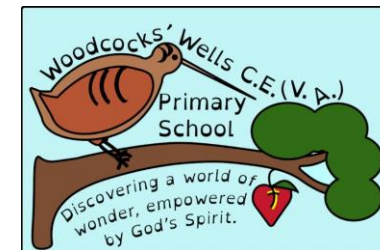
## Learning outside the Classroom LKS2

		<ul style="list-style-type: none"> <li>• Make up your own game and teach it to someone</li> <li>• Treasure hunt</li> </ul>		
	Art, craft and music.	<ul style="list-style-type: none"> <li>• Know how to use clay to make clay animals.</li> <li>• Use a view finder to select an area for a subject of drawing.</li> <li>• To use hapa zome as a method of dyeing fabric.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use techniques to model clay.</li> <li>• Use skills practised in previous years to create a view finder.</li> <li>• To choose a suitable and interesting area for a drawing.</li> <li>• Use sketching techniques to draw the chosen area.</li> <li>• Know how to safely use a hammer.</li> <li>• Use the hapa zome technique to create a dye print onto fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Techniques</li> <li>• Model</li> <li>• Mould</li> <li>• Clay</li> <li>• Knot</li> <li>• Sketch</li> <li>• Hammer</li> <li>• Hapa zome</li> <li>• Dye</li> <li>• Print</li> <li>• Fabric</li> </ul>
	Science and nature	<ul style="list-style-type: none"> <li>• Know what soil is made up of.</li> <li>• Create a birds nest for an environment.</li> <li>• Autumn term - Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>• Spring term - Observe the different stages of plant life cycles over a period of time</li> <li>• Spring term - Pattern seeking in the time it takes different plants to grow.</li> </ul>	<ul style="list-style-type: none"> <li>• Take a sample of soil.</li> <li>• Perform simple tests to find out what the soil is made up of.</li> <li>• Examine the food chains within a woodland setting.</li> <li>• Identify the producers, predators and prey.</li> <li>• Examine the food chains of</li> </ul>	<ul style="list-style-type: none"> <li>• Sample</li> <li>• Test</li> <li>• Components</li> <li>• Food chain</li> <li>• Woodland</li> <li>• Producer</li> <li>• Predators</li> <li>• Prey</li> <li>• Environment</li> </ul>



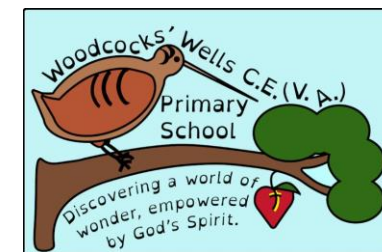
## Learning outside the Classroom LKS2

		<ul style="list-style-type: none"> <li>• Summer term – pattern seeking investigate how different feathers fall.</li> <li>•</li> </ul>	<p>other environments and habitats.</p> <ul style="list-style-type: none"> <li>• Identify the producers, predators and prey in these food chains.</li> <li>• Plant some plants and observe the life cycle of these plants over time. – daffodils?</li> <li>• Plant a range of different plants.</li> <li>• Sketch what happens over time to these growing plants.</li> </ul>	<ul style="list-style-type: none"> <li>• Habitats</li> <li>• Plant</li> <li>• Life cycle</li> <li>• Seeds</li> <li>• Roots</li> <li>• Blossom</li> <li>• Flower</li> <li>• Growth.</li> </ul>
	History	<ul style="list-style-type: none"> <li>• Stone age day</li> <li>• Iron age day</li> <li>• Anglo-saxon day</li> </ul>		
<b>B</b>	Forest school	<ul style="list-style-type: none"> <li>• Use a bill hook to split logs</li> <li>• Create an envelope shelter</li> <li>• Use a Kelly kettle</li> <li>• Light a fire and keep it going.</li> <li>• Make apple crumbles on the camp fire.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to safely use a bill hook.</li> <li>• Use a bill hook to split logs for a fire.</li> <li>• Know what an envelope shelter looks like.</li> <li>• Select appropriate materials needed to build a shelter.</li> <li>• Work as a team to construct a shelter.</li> <li>• Know how to use a Kelly</li> </ul>	<ul style="list-style-type: none"> <li>• Bill hook</li> <li>• Cutting edge</li> <li>• Handle</li> <li>• Envelope shelter</li> <li>• Materials</li> <li>• Team</li> <li>• Construct</li> <li>• Kelly kettle</li> <li>• Boil</li> <li>• Fire stiker</li> <li>• Spark</li> </ul>



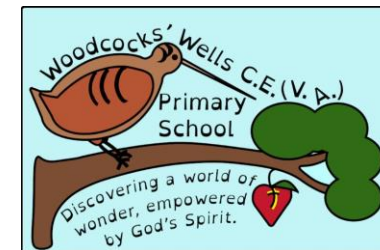
## Learning outside the Classroom LKS2

			<p>kettle safely.</p> <ul style="list-style-type: none"> <li>• Use a Kelly kettle to boil water for a hot drink.</li> <li>• Know the respect position.</li> <li>• Be able to use a fire striker.</li> <li>• Light a small cotton wool ball.</li> <li>• Keep the fire burning.</li> <li>• Add fuel to the fire to keep it going.</li> <li>• Use skills previously taught to create an apple crumble.</li> <li>• Know how to safely use a chopping knife.</li> <li>• Use a knife to chop apples.</li> <li>• Bake apple crumbles on the campfire.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine</li> <li>• Flour</li> <li>• Sugar</li> <li>• Butter</li> <li>• Apples</li> <li>• Stew</li> <li>• Chop</li> <li>• Knife</li> <li>• Cutting edge</li> <li>• Bake</li> </ul>
	English and drama	<ul style="list-style-type: none"> <li>• To know about the impact of deforestation.</li> <li>• Write letters to MP's about deforestation</li> </ul>	<ul style="list-style-type: none"> <li>• To research deforestation.</li> <li>• To understand the impact of deforestation in the UK.</li> <li>• To know the key features of a letter.</li> <li>• To use research to write persuasive letter.</li> </ul>	<ul style="list-style-type: none"> <li>• Deforestation</li> <li>• Impact</li> <li>• Letter</li> <li>• Persuasion</li> </ul>
	Geographical skills, navigation and maths	<ul style="list-style-type: none"> <li>• To know how to measure the height of a tree using repeated addition.</li> <li>• To carry out an investigation into the tallest trees</li> </ul>	<ul style="list-style-type: none"> <li>• To understand repeated addition.</li> <li>• To be able to measure.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated addition</li> <li>• Measure</li> <li>• Line graph</li> </ul>



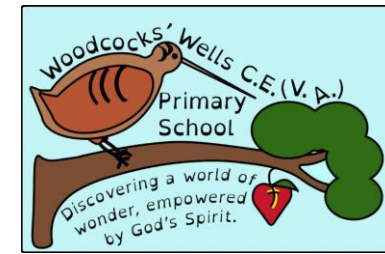
## Learning outside the Classroom LKS2

		<p>having the largest leaves.</p> <ul style="list-style-type: none"> <li>• To investigate natural symmetry</li> <li>• To know how to and use 4 figure grid references.</li> <li>• Follow a route on a large scale map.</li> <li>• Draw a sketch map from a viewpoint – forest school.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to plot a line graph.</li> <li>• To be able to use a mirror to find symmetry.</li> <li>• To recognise objects that are symmetrical.</li> <li>• To find natural objects that are symmetrical.</li> <li>• To know why we use grid references.</li> <li>• To be able to use a 4 digit grid reference.</li> <li>• To know how to set a map.</li> <li>• To be able to follow a short route.</li> <li>• To choose a viewpoint.</li> <li>• Locate the physical and human features for map.</li> <li>• To sketch a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>• Correlation</li> <li>• Symmetry</li> <li>• Mirror</li> <li>• Grid references</li> <li>• Map reading</li> <li>• Safe</li> <li>• set a map</li> <li>• route</li> <li>• viewpoint</li> <li>• sketch</li> <li>• map</li> </ul>
	Play-exploration (linked to my activity passport)	<ul style="list-style-type: none"> <li>• Play woodland versions of games.</li> </ul>	<ul style="list-style-type: none"> <li>• Build confidence</li> <li>• Build team building skills</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Team building</li> </ul>
	Art and craft	<ul style="list-style-type: none"> <li>• To use tools and wood to create something to use.</li> <li>• To use recycled, natural and manmade materials to create a sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use previously taught tools to design and build a small piece of furniture.</li> <li>• Design a sculpture</li> <li>• Select a variety of</li> </ul>	<ul style="list-style-type: none"> <li>• Furniture</li> <li>• Hand drill</li> <li>• Bill hook</li> <li>• Potato peeler</li> <li>• Sculpture</li> </ul>



## Learning outside the Classroom LKS2

			<p>materials suitable for a sculpture.</p> <ul style="list-style-type: none"> <li>• Build a sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>• Design</li> <li>• Build</li> </ul>
	Science and nature	<ul style="list-style-type: none"> <li>• To know how to filter water to make it safe.</li> <li>• Autumn term - Make systematic and careful observations of how habitats in the local environment change throughout the year in particular using a thermometer to accurately measure the temperature at different points throughout the year.</li> <li>• Spring term – observe how shadows change throughout the day</li> <li>• Summer term - Ask and answer questions about why soils are formed</li> <li>• Summer term - 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)</li> <li>• Summer term - Observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how water can be filtered.</li> <li>• To create a water filtration system.</li> <li>• Filter dirty water to make it drinkable.</li> <li>• To understand that animals live in different habitats.</li> <li>• To make observations – sketches and notes – to monitor the changes of these habitats throughout the year.</li> <li>• Make observations – sketches and notes – how shadows change throughout the day.</li> <li>• Take a variety of samples of soil from around the school grounds.</li> <li>• Design a test to find out what the soil is made up of.</li> <li>• think about how this soil has been formed.</li> <li>• Use the camp fire to</li> </ul>	<ul style="list-style-type: none"> <li>• Filter</li> <li>• Clean</li> <li>• Filtration</li> <li>• Drinkable</li> <li>• Habitat</li> <li>• Monitor</li> <li>• Changes</li> <li>• Shadow</li> <li>• Soil</li> <li>• Ground down</li> <li>• Heated</li> <li>• Cooled</li> <li>• Melting</li> <li>• Solidifying</li> <li>• Boiling</li> <li>• Evaporation</li> <li>• Water cycle</li> </ul>



# Learning outside the Classroom LKS2

			<p>investigate how substances change when they are heated or cooled.</p> <ul style="list-style-type: none"> <li>• Understand the water cycle, looking specifically at evaporation.</li> <li>• Make observations – sketches and notes – looking at evaporation.</li> </ul>	
	History	<ul style="list-style-type: none"> <li>• Ancient Egypt day</li> <li>• Ancient Greece day</li> <li>• Viking day</li> </ul>		