

Progression in Selected Topics

Key Stage	Topic	National Curriculum Objectives	Activities	Notes
KS1	Living things in The Forest	<p>Science</p> <ul style="list-style-type: none"> 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 explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food 	<ul style="list-style-type: none"> Leaf hunts. Using basic ID sheets Using sorting diagrams to sort leaves by shape and other features Holly spike challenge. Who can find the holly leaf with the most spikes. Relate to holly being browsed by deer Adopt a tree and learn about its features Leaf art Green, green, green art activity- giant canopy green work learning to mix different shades of green Observational drawing- nature journaling Mammal detectives. What evidence is left by The Forest Animals : tracks, browsing, burrows, mammal paths Plaster animal footprint casts Bug hunting: simple classification by number of legs Difference between vertebrates and invertebrates Worm charming Camouflage games Nature trails for fact learning and skills re careful observation/recording at different stations Nature connectedness walks focusing on living things Seasonal studies of particular areas – a freeze frame of nature for each season Seasonal art Land art e.g. Goldsworthy Study of the difference between wider forest habitats and microhabitats within the wider areas e.g. grassland, woodland ground layer, woodland canopy and identifying flora and fauna within these habitats. Study in the form of a bioblitz using bug pots, tree shaking techniques and transect squares. Why are the Forest animals suited to particular habitats? Classification in terms of number of legs wings colours, hoof patterns. Use simple id sheets etc. Recording using natural pictograms/bar charts etc. Looking at what creatures eat, including each other. Making food chains which involve the Forest animals, thinking about the idea of predators and prey. Looking at how many caterpillars blue tit chicks eat in a day and how the bluetits stop oak trees being over consumed by caterpillars as the caterpillars eat the tree but the blue tits eat the caterpillars 	<p>Most of the activities are linked directly to the NC for Science but may cover other areas e.g. art, DT and our HOEF <i>Nature Connectedness</i> objectives</p>

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			<ul style="list-style-type: none"> Asking children to describe the things they find and express thoughts and opinions e.g. Why does the flower bring you joy? What is it about the tree that you amazing? Exploring the difference between manmade and natural materials and making structures with these materials to compare their efficacy, looking at properties such as strength, waterproofness etc. Differentiating between the young of Forest animals and adults drawing analogies with the timelines of trees and humans Comparing the athletic abilities of Forest animals with humans (this is also sometimes delivered as part of Greeks sessions when thinking about the Olympic Games) Making natural sculptures of minibeasts to identify body parts 	
KS2 (lower)	Living things in The Forest	<ul style="list-style-type: none"> 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. identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. 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 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 	<ul style="list-style-type: none"> Looking at the structures of plants: roots, shoots, flowers and the functions of different parts of plants. Making natural models of trees with parts labelled . Groups present knowledge of their work. Dissecting flowers to identify constituent parts Classifying different pollinators : bees, wasps, hoverflies, flies. Carrying out timed pollinator surveys using stopwatches and transect squares. Recording data The roll of pollinators in the production of human food with associated cooking activities Seed dispersal studies: wind dispersal, ballistic dispersal, animal dispersal. There are many real examples of this in the Forest in Autumn. Hunting for regenerated oak trees where squirrels and jays have buried acorns Collecting and processing seeds for the HOEF tree nursery (we use this as a real-life volunteering style task). Bushcraft cooking activities linked to balanced plate (cooking on fire and Trangia Stoves. These activities are taught across the age ranges with children encouraged to be more independent as they get older). Comparison with mammal skeletons, the exoskeletons of minibeasts, and creatures without skeletons (earth worms). Vertebrates and invertebrates. Classification of Forest creatures and plants using Venn Diagrams, Carroll diagrams Making large decision keys from natural materials to classify the animals/plants of the Forest Making Forest fossils Soil separation study; classifying soil types Making own soil from constituent ingredients Effects of climate change linked to Forest species Making giant model digestive systems, including using tights as intestines which strain out goodness from banana Weetabix mixture Study the functions of various teeth in the Forest animals Making giant food webs in the Forest focusing on the role of producers and consumers Looking at the meanings of wildflower names e.g. wound wort and groups design and name their own wildflower. The name should tell others what its properties might be. 	Bushcraft cooking links to several topics, not just Science e.g. survival, history and social skills topics) and states of matter (which is science).



The Heart of England Forest Learning and Skills

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		<ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. 		
KS2 (upper)	Living things in The Forest	<ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> Study the life cycles of the Forest animals and plants, focused on trees Classification of living things in The Forest using the Linnaean system , focus on the different maple trees and the types of deer. Answer the question is a dog or a fox more closely related to a wolf? Focus on the adaptations of the forest creatures and how these make them suitable for the Forest environment e.g. claws, cloven hooves, large flat teeth etc. 	