

Year 1 Learning in FOREST SCHOOL

CONTINUOUS PROVISION

Long Term Key Learning Opportunities: Key Stage 1: Year 1

Science

Children should be encouraged to be curious and ask questions about what they notice.
They should be encouraged to look closely at the natural world around them.

Working Scientifically

- * asking simple questions and recognising that they can be answered in different ways
- * observing closely, using simple equipment
- * performing simple tests
- * identifying and classifying
- * using their observations and ideas to suggest answers to questions
- * gathering and recording data to help in answering questions.

Plants

- * 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

Pupils should use the local environment throughout the year to explore and answer questions about plants growing their habitat. Where possible, they should observe the growth of flowers and vegetables they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees and plant structure (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).

Pupils might work scientifically by observing closely, perhaps using magnifying glasses and comparing and contrasting familiar plants, describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the falling of trees etc....

Animals including humans

- * 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
- * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals.

Uses of everyday materials

- * distinguish between an object and the material from which it is made
- * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- * describe the simple physical properties of a variety of everyday materials
- * compare and group together a variety of everyday materials on the basis of their simple physical properties

Seasonal changes

- * observe changes across the 4 seasons
- * observe and describe weather associated with the seasons and how day length varies.

Literacy

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Spoken Language

- * listen and respond appropriately to adults and their peers
- * ask relevant questions to extend their understanding and knowledge
- * use relevant strategies to build their vocabulary
- * articulate and justify answers, arguments and opinions
- * give well-structured descriptions, explanations & narratives for different purposes, including for expressing feelings.
- * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- * speak audibly and fluently with an increasing command of Standard English
- * participate in discussions, presentations, performances, roleplay/improvisations and debates
- * gain, maintain and monitor the interest of the listener(s)
- * consider and evaluate different viewpoints, attending to and building on the contributions of others
- * select and use appropriate registers for effective communication

Reading

- * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- * being encouraged to link what they read or hear to their own experiences

Writing

- * write sentences to make short narratives

RSE

Caring friendships

Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

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<p style="text-align: center;">DT</p> <p>DT is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems with a variety of contexts. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.</p> <ul style="list-style-type: none"> * design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology *select from and use a range of tools and equipment to perform practical tasks *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria * build structures, exploring how they can be made stronger, stiffer and more stable *explore and use mechanisms, in their products. *use the basic principles of a healthy and varied diet to prepare dishes *understand where food comes from 	<p style="text-align: center;">Art</p> <p>Should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own words of art, craft and design.</p> <ul style="list-style-type: none"> *to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p style="text-align: center;">Numeracy</p> <p style="text-align: center;">Number and place value</p> <p>*identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p style="text-align: center;">Measurement</p> <p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> *lengths and heights [for example, long/short, longer/shorter, tall/short, double/hal] *mass / weight *capacity and volume <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> *lengths and heights *mass/weight *capacity and volume <p style="text-align: center;">Properties of shape</p> <p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> *2-D shapes *3-D shapes <p style="text-align: center;">Position & Direction</p> <ul style="list-style-type: none"> *describe position, directions and movements, including whole, half, quarter and three-quarter turns. 	<p style="text-align: center;">Learning and Development using EYFS principles</p> <p>Unique Child</p> <ul style="list-style-type: none"> *Provide a range of resources that reflect the diversity of individuals and the community *Consider each child's stage of development and support their individual interests <p>Enabling Environments</p> <ul style="list-style-type: none"> *Follow principles for inclusion: set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning *Teachers use, where appropriate, a range of organisational approaches, such as setting, to ensure that learning needs are properly addressed * Review the environment resources after each day - plan work that builds on interests *Exploit the mathematical and literacy potential of the environment *Exploit other opportunities to extend and progress thinking and learning at the area <p>Positive Relationships</p> <ul style="list-style-type: none"> * Help children to cooperate, share and succeed * Encourage children to respect other children's work and contributions * Share and celebrate the children's work <p>Learning & Development</p> <ul style="list-style-type: none"> *Ensure that children know the current target for learning *Model the main features of spoken and written standard English *Support the children as they apply their knowledge, understanding and skills to further their learning. *Help the children make cross curricular connections in their learning. * Pose carefully framed open-ended questions, such as 'How can we?' or 'What would happen if?' *Model correct handling of tools/equipment * Work alongside the children, demonstrating/making and solving problems
<p style="text-align: center;">Music</p> <p style="text-align: center;">Music is a universal language that embodies one of the highest forms of creativity.</p> <ul style="list-style-type: none"> *use their voices expressively and creatively by singing songs and speaking chants and rhymes *play tuned and untuned instruments musically *experiment with, create, select and combine sounds using the interrelated dimensions of music <p>Each session will start with singing to welcome the children,</p>	<p style="text-align: center;">Geography</p> <p>Should inspire in pupils a curiosity and fascination about the world.</p> <ul style="list-style-type: none"> *identify seasonal and daily weather patterns in the United Kingdom *identify seasonal and daily weather patterns in the United Kingdom *use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map <ul style="list-style-type: none"> *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 *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 style="text-align: center;">Possible Experiences</p> <p>*den building * knot tying * cooking *fire lighting * 2d and 3d art using variety of different materials * flora and fauna identification *independent work * working as a team * drama * measuring using non standard units * weaving * working with tools * writing labels * story writing * measuring * careful observations* making structures</p> <p>NB - other subjects not mentioned here can also be taught explicitly within the forest school area - but may not happen 'naturally' during independent playful learning time</p>	<p style="text-align: center;">Characteristics of effective learning (from Dev Matters)</p> <p style="text-align: center;">Playing and exploring - engagement</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p style="text-align: center;">Active learning - motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p> <p style="text-align: center;">Creating and thinking critically - thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>

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		<p>.Permanent Resources * tarps * ropes * string * writing kits * maths kits * art kits * paint * different sized pieces of paper * identification guides * magnifying glasses * digging tools * water * natural found resources</p>	<p>Computing *use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
<p><u>Other enhancements based on children's current needs and interests:</u></p>			<p><u>CURRENT TASK:</u></p>