Year 2 Learning in FOREST SCHOOL

CONTINUOUS PROVISION	Long Term Key Learning Opportunities: Key Stage 1: Year 2	

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.

Living things and their habitats
*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

Plants
*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

Animals including humans
* notice that animals, including humans, have offspring which grow into adults
* find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Uses of everyday materials
*identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses
* compare how things move on different surfaces.
* find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

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 thief 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 & and 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, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Writing
*writing about real events
*writing for different purposes

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.oals (PSHE, 1e)

DT	Art	Numeracy	Learning and Development using EYFS principle From Development Matters
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. * 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	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. *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.	*solve problems with addition and subtraction: -using concrete objects and pictorial representations, including those involving numbers, quantities and measures =applying their increasing knowledge of mental and written methods Measurement *choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Properties of shape *identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line * identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces *identify 2-D shapes on the surface of 3-D shapes *compare and sort common 2-D and 3-D shapes and everyday objects. Position & Direction *order and arrange combinations of mathematical objects in patterns and sequences *use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	<u>Unique Child</u> *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 (NC: Inclusion) <u>Enabling Environments</u> *Follow principles for inclusion: set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning (NC: inclusion) *Teachers use, where appropriate, a range of organisational approaches, such as setting, to ensure that learning needs are properly addressed (NC: Inclusion) * Review the environment resources after each day – plan work that builds on interests (NC: Inclusion) *Exploit the mathematical and literacy potential of the area *Exploit other opportunities to extend and progress thinking and learning at the area <u>Positive Relationships</u> * Help children to cooperate, share and succeed * Encourage children to respect other children's work and contributions * Share and celebrate the children's work <u>Learning & Development</u> *Ensure that children know the current target for learning (NC: Inclusion) *Model the main features of spoken and written standard English (En1, 5 and En3, 6) *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

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Music
Music is a universal language that embodies one of the highest forms of creativity.

*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

Each session will start with singing to welcome the children,

Geography
Should inspire in pupils a curiosity and fascination about the world.
*identify seasonal and daily weather patterns in the United Kingdom
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 *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

*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.

Possible Experiences
*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

NB - other subjects not mentioned here can also be taught explicitly within the forest school area - but may not happen 'nautrally' during independent playful learning time

.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

Characteristics of effective learning
(from Dev Matters)

Playing and exploring – engagement
Finding out and exploring
Playing with what they know
 Being willing to 'have a go'

Active learning – motivation
Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking
Having their own ideas
Making links
Choosing ways to do things

Computing
*use technology purposefully to create, organise, store, manipulate and retrieve digital content

CURRENT TASK:

Other enhancements based on children's current needs and interests: