



3. Consolidation and Independence – Learners are confident enough to undertake their own projects and are equipped with the necessary skills and knowledge to be able to undertake these projects independently. Children trust adults enough to ask for support if required, but the time is predominately child-led.

Activity	Knowledge	Skills	Understanding	Key Vocabulary linked to Science curriculum	Cross Curricular Links
Camp craft Den and shelter building <ul style="list-style-type: none"> • Dens with branches, twigs and leaves • 1 person shelter with tarps • Hide and seek 	Pupils will learn how to create a relevant sized shelter for one person – 1:1 correspondence re size. Pupils will recap and revisit earlier learning and learn how to disguise themselves by making themselves unseen and unheard behind relevant sized,	Develop coordination Work in teams Problem solving Identifying trees Design and use research and exploration, such as the study of different cultures, to identify and understand user needs, identify and solve their own design problems and understand how to reformulate	Trees Size, capacity/height Positioning Fastenings Weather Seasons Basic needs - humans and other animals in science – shelter warmth, difference between needs and wants Size, capacity/height Positioning and fastenings - explore and evaluate a range of existing products Weather Seasons	Leaves Branches Den Shelter Shapes Up Down High Low Habitats Camouflage	Maths Design technology Fine and gross motor skills PSHCE/ RSHE



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	solid foliage or by camouflage.	problems given to them Fasten a simple knot	Folding up tarps – 2D shapes and fractions – fold square in half into 2 rectangles or triangles etc.		
Campfire cooking <ul style="list-style-type: none"> • Open fire cooking • Cooking using outdoor ovens Flat breads Soups Hot chocolate Marshmallow roasting	Pupils will revisit earlier knowledge gained regarding heat and how heat alters materials. Such as how heat is needed to cook raw food. Pupils will learn how to improve the taste and consistency of food products. Some pupils will learn about health	Setting up camp fire Fire lighting Turn taking Problem solving Risk taking Following sequences Safety procedures Pupils should understand /experience the principles of nutrition and health, take part in cooking a selection	Safety around a fire How cooking changes ingredients Basic needs Science – materials and chemical / physical processes, changes of states of ingredients with heat, mixing, adding liquids etc.	Fire Hot Cook Pan Kettle Safe Flint and steel Striker Kindling	Food Technology Science – changes to states of matter, chemical and physical processes Maths English Fine and gross motor skills PSHCE/ RSHE



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	and safety measures. Pupils will learn how to keep themselves safe and risk assess.	of foods in a range of cooking techniques			
Local Biodiversity Flora and Fauna Environmental <ul style="list-style-type: none"> • Trips to local woods • Litter picking • Flower identification • Insect identification • Making insect homes • Planting wild flowers 	Pupils will recall previous knowledge and build upon their knowledge of the local natural environment. Pupils will recall names of flowers, insects and plant material. Pupils will learn the names and visua /	Flora and fauna identification Respecting nature Know/explore the differences between things that are living, dead and things that have never been alive. Identify/explore and name a variety of common wild and garden plants,	Developing knowledge of animal habitats Know that animals need food and shelter Differences between things that are living, dead and things that have never been alive. Understand/experience that environments and habitats change through the seasons	Flower Tree Ladybird Worm Insect Habitat Alive Dead Never alive	Science English Geography Fine and gross motor skills PSHCE/ RSHE



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<ul style="list-style-type: none"> • Collecting natural resources • Making bird feeders • Sorting a collection of things that are living, dead or never alive, e.g. Living: herbs snails Dead: dried herbs, fallen leaves, shells, Never alive: ball, stones • Identify/explore and name plants and animals in the locality. • Compare plants. The needs of living 	<p>physical of local birds.</p> <p>Pupils will learn how to identify living things and the constituents needed for life.</p>	<p>including deciduous and evergreen trees. Identify/explore and describe the basic structure of a variety of common flowering plants, including trees. Animals (including humans) Identify/explore and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify/explore and name a variety of common animals</p>			



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things. Learn what animals eat.		that are carnivores, herbivores and omnivores.			
Orienteering Team building Problem solving <ul style="list-style-type: none"> • Trips to local woodland • Treasure trails • Nature hunt • Leaf matching • Geocaching • Orienteering 	Pupils will recall earlier learning and develop their knowledge of local biodiversity by comparing and contrasting elements of previous knowledge – leaf shape, physical attributes of mammals, bark texture etc.	Follow directions Becoming familiar with a compass Grouping Design, use research and exploration, such as the study of different cultures, to identify and understand user needs, identify and solve their own design problems and understand how to reformulate	Follow/explore/experience spoken, written (or symbols) directions, Forward, backwards, left, right, up, down, under, over Changes in the environment relating to seasons	Compass Map Team Direction Can you see/find/look for	Science English Geography Fine and gross motor skills PSHCE/ RSHE Maths – position, direction and movement



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		problems given to them			
<p>Arts and crafts Creative expression</p> <ul style="list-style-type: none"> • Campfire songs and performing • Musical instrument making, shakers, banging sticks, rain makers • Dream catchers • Nature frames • Sensory sticks • Listening to natural sounds in the environment • Make a green man from clay, leaves etc. 	<p>Pupils will recap earlier knowledge of songs and music and combine components of knowledge learned to create more complex tunes and songs.</p> <p>Pupils will learn about the different sensory elements of sight, touch, smell, sound from the natural environment and woodlands.</p>	<p>Recapping songs Learn music skills Developing reading and poetry Music – Recapping songs Learn music skills / vocal potential through Warm ups to use their voices safely. Breathing. Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and</p>	<p>Music – Music context - consider the context in which campfire songs were written, or by discussing the meaning of any words. Music vocal health - warming up before singing, staying hydrated, resting voices, singing in rounds in campfire songs. Exploring pulse/beat or rhythm /pitch, walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p>	<p>Music - rhythm, pattern chant, pitch, tempo, beat, pulse, perform.</p> <p>Art – clay, charcoal, dye, frame, sensory, creative, imaginations, composition, 3D, 2D, crafts person, design, designer, artist.</p>	<p>Design technology Science Fine motor skills PSHCE/ RSHE English literature/ reading for pleasure Music RE</p>



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<ul style="list-style-type: none"> • Story and poetry telling - 	<p>Pupils will learn how to construct a face/ portrait out of leaves and choose specific leaves to represent features.</p>	<p>phrase melodies expressively singing campfire songs such as. Design, make and use percussion and wind instruments. English - Developing reading skills and performance, poetry skills with confidence Art - to use a range of woodland and natural materials creatively to design and make frames,</p>	<p>Art - to develop understanding or experience using colour, pattern, texture, line, shape, form and space, about the work of a range of artists. To understand the physical properties to manipulate charcoal (from fire). To explore wearable ceremonial art from history and different cultures and relate to own work.</p>		



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		pictures, dye materials			
<p>Tools techniques Rustic woodwork</p> <ul style="list-style-type: none"> • Basic witling • Carve a plant dibber • Coasters • Seasonal table decorations • Plant labels • Trail markers • Make a bird box, • Make a bat box • Make hedgehog house 	<p>Pupils will recall health and safety rules and safe tool use. Pupils will recap simple woodwork techniques and master tool use where possible. Pupils will learn how to measure wood and cut to size. Pupils will learn how to construct 3D boxes with entrances and waterproof roofs</p>	<p>To be able to select from and use specialist tools, techniques, processes, equipment and machinery precisely, select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</p>	<p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria. Develop technical knowledge to build structures, exploring how they can be made stronger and more stable.</p>	<p>Design Plan Make Build Strengthen Stable Unstable Waterproof Wear and tear Structure Fasten Join Sharp Split Carve Whittle</p>	<p>Design technology Science Fine and gross motor skills PSHCE/ RSHE Careers education – learning skills for adult life/ confidence building and team work</p>



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	fit for purpose for bird, bat and hedgehog homes.				