



Oracy and Vocabulary

| Oracy and Vocabulary | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Sentence stems</p> <p>I think/don't think this because.. It feels the same/different because.. It is not the same because.. It has changed because.. I like this because.. I've got the taller/shorter one I think.. will happen First, I., next, I., At the end ... happened</p> <p>This is.... And that is.... I did this../ I made this.. I think it is ... because it has...</p> | <p>Sentence stems</p> <p>I agree with ...because.. It is right/wrong because.. The experiments are alike/different because.. I found the experiment hard/easy because.. In my opinion..because.. When I did ..this happened.. How/when/why/where? I know X because... My partner thinks... we agree/disagree because.. After that I.. Finally</p> <p>.....happened because..... has.....</p> <p>First I will Next I would... Then I will.... After that I.... Finally I....</p> | <p>Sentence stems</p> <p>I agree/disagree with their prediction because.. However/also... They are similar/alike... They differ.. I know the results are different because... This happened/will happen because... How do you know that? I think my experiment worked/didn't work because... The results were interesting because... I predict that X will happen because...</p> <p>They are the same because.. They are different because... This has....and.... Next time i could.... Next time I could/would...</p> | <p>Sentence stems</p> <p>An argument for/against their prediction is... I understand x however due to/therefore/meanwhile... I accept your hypothesis, however I believe... As a result of X, I conclude/found that... After looking at the data/On observation I... It appears to be increasing/decreasing due to... It reminds me of the experiment where we... It was successful/ambitious because... You could improve this by... I appreciate/understand X's opinion as they are going along the lines of... This is probable because... The outcome will be x because...</p> <p>... and ... are similar because.. ...and...are different in that.. I think it looks like.... Due to...</p> | <p>Sentence stems</p> <p>I understand that X but would argue that... An argument for/against is X and X X and X have the following points in common... One similarity/difference between X and X hypotheses are... It appears that my hypothesis was incorrect due to... Next time, I suggest you improve your experiment by X and X A major difference between X and X is that... Most reasonable people would agree that... All of our experiments lead me to consider that.. After hearing all the evidence and reviewing the data it would appear that... Subsequently/in the beginning/however it became apparent that... It appears to be.... Because... I think it looks like... because..</p> | <p>Sentence stems</p> <p>I have two main reasons for believing this. First... second... Perhaps some people may argue that... Furthermore they are both... I deduce/deduct that... In effect/the fact is... It appears/reminds me/seems to be... My view is X. This is supported by the fact that... Possible improvements may include... As a result/to begin with/In conclusion/For example... I would like to prove/disprove X It is true that.. I believe that X has happened, therefore I think... Following this/subsequently/in comparison, due to the fact that...</p> | <p>Sentence stems</p> <p>In some ways X and X are alike. For instance they both.. Another feature they have in common/ they also differ... The similarities/differences seem more significant than the similarities/differences because... I have been led to the conclusion/based on the evidence that X due to the fact that ... Having considered X I can infer that... My opinion is supported by the fact that... Possible improvements may include... Alternatively, have you considered... This data set has altered my opinion that...because... I approached it methodically by... I was systematic in my method when... Having analysed/pondered... In light of X I predict that... The chances/likelihood/upon consideration of the relevant factors... The consequence of... Initially, the results were x, however during Y, Z happened...</p> |
| <p>Vocabulary</p> <p>Nature badge Plant, rock, leaf, tree, seed, bulb, flower</p> | <p>Vocabulary</p> <p>Nature badge Plant, roots, stem, trunk, branches, leaves, flower</p> | <p>Vocabulary</p> <p>Nature badge Grow, seed, bulb, (tuber), leaf, root, stem, flower,</p> | <p>Vocabulary</p> <p>Nature badge Grow, seed, bulb, (tuber), leaf (petiole), root (root hairs),</p> | <p>Vocabulary</p> <p>Nature badge Environment, habitat, micro-habitat, key,</p> | <p>Vocabulary</p> <p>Nature badge Life cycle (various, associated terminology), reproduction (internal / external), gamete,</p> | <p>Vocabulary</p> <p>Nature badge microorganisms, bacteria, fungi, virus, (protist), classification characteristics</p> |

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| <p>Animal welfare badge Butterfly, ant, spider, caterpillar, bee, wasp, worm, bird, pigs, chickens,</p> <p>Fire and outdoor cooking badge Fire circle, anticlockwise</p> | <p>(petals), fruit, bulb, seed, evergreen, deciduous, vegetables, (variety of common plant names, e.g. geranium, dandelion, oak, bean)</p> <p>Animal welfare badge Animals, Invertebrate (worm, spider, insect (various), woodlouse, centipede), fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, sight, hear, smell, touch, taste</p> <p>Our world badge forest, hill, mountain, sea, river, soil, vegetation, season and weather.</p> <p>Fire and outdoor cooking badge Fire, respect, weather conditions, extinguish, hygiene, toast, anticlockwise</p> <p>Tool badge Whittle, respect, instructions, potato peeler</p> <p>Shelter badge rough/smooth, waterproof/not waterproof, materials, shelter, evaluate, design, properties</p> | <p>fruit, germination, seedling, water, light, temperature, Reproduction, Living, dead, non-living, movement, making energy (respiration), sensitivity, growth, reproduction, getting rid of waste (excretion), nutrition, habitat, microhabitat, adapted, adaptation, conditions, light, temperature, water, humidity, food chain</p> <p>Animal welfare badge Habitat, landscape, water, weather, food (nutrition), air (breathing, respiration), diet, balanced, micro habitat,</p> <p>Our world badge near , far, compass, left, right, north, east, south, west</p> <p>Fire and outdoor cooking badge Demonstrate, respect position, components, oxygen, fuel, heat, suitability, compost, recycle, toast, observations, heated, cooled, anticlockwise</p> <p>Tool badge Sheath knife, whittle, tool talk, respect position.</p> <p>Shelter badge waterproof,hard, soft, flexible, stretch, wood, design, mock-up, experiment, windproof, clove hitch, stable, materials, properties, evaluate</p> | <p>stem, flower (petals, sepals, stamens, ovary, pollen, eggs), fruit, germination, seedling, water, light, temperature, nutrients, reproduction, pollination (wind, insect), fertilisation, seed, dispersal</p> <p>Animal welfare badge Nutrition, nutrients, diet (balanced/unbalanced), sugar, protein, fat, vitamins, minerals, water, energy, oxygen,feeding, eating, photosynthesis, vertebrate, invertebrate,</p> <p>Our world badge Environment, symbols, ordnance surveys, grid, compass,near , far, compass, left, right, north, east, south, west, hazards, natural</p> <p>Fire and outdoor cooking badge Components, oxygen, fuel, heat, impact, suitable materials, extinguish, hygiene, roat, fry, compost, fireproof. anticlockwise</p> <p>Tool badge Force, push, pull, contact, tool talk, respect position, bow saw, sheath knife, bill hook, loppers</p> <p>Shelter badge waterproof,hard, soft, flexible, stretch, wood, design, mock-up, experiment, windproof, clove hitch, stable, materials, properties, evaluate, product, criteria, square lashing, components, mini prototype</p> | <p>classification (genus, species), (binomial name), animal, vertebrate, fish, amphibian, reptile, bird, mammal, invertebrate, snails, slugs, spiders, woodlice, insects, worms, plants, trees, flowering plants (grasses, etc), non-flowering plants (conifers, ferns, mosses)</p> <p>Animal welfare badge food chain, producer, consumer, predator, prey, carnivores, herbivores, omnivores.</p> <p>Our world badge Environment, scale, reference, grid, compass, direction, distance, annotate</p> <p>Fire and outdoor cooking badge Components, oxygen, fuel, heat, impact, suitable materials, extinguish, hygiene, roat, fry, compost, fireproof, waffle, teepee, star, seasonal, homegrown, states of matter, liquid, solid, gases, anticlockwise</p> <p>Tool badge Force, push, pull, contact, tool talk, respect position, bow saw, sheath knife, bill hook, loppers</p> <p>Shelter badge Shelter, innovative, functional, appealing, perimeter, area, evaluate</p> | <p>petals, sepals, carpel, stigma, ovary, anther, stamen, pollen, pollination, fertilisation, dispersal</p> <p>Animal welfare badge. Life cycle (various, associated terminology), reproduction (internal / external), gamete, petals, sepals, carpel, stigma, ovary, anther, stamen, pollen, pollination, fertilisation, dispersal</p> <p>Our world badge Climate, vegetation, adapt, grid reference, scale, symbol, human and physical features.</p> <p>Fire and outdoor cooking badge Combustion triangle, Components, oxygen, fuel, heat, impact, suitable materials, extinguish, hygiene, roat, fry, compost, fireproof, waffle, teepee, star, bridge method, boiling, toasting, shallow frying, stewing, anticlockwise</p> <p>Tool badge tool talk, respect position, bow saw, sheath knife, bill hook, loppers</p> <p>Shelter badge water resistance, balanced, unbalanced, constructive, evaluate, measurements</p> | <p>(various), spider/number key, diversity, variation</p> <p>Animal welfare badge Classification, vertebrate, invertebrate, categorised, classified, characteristics, nutrients.</p> <p>Our world badge Climate, vegetation, adapt, grid reference, scale, symbol, human and physical features, biomes</p> <p>Fire and outdoor cooking badge Combustion triangle, Components, oxygen, fuel, heat, impact, suitable materials, extinguish, hygiene, roat, fry, compost, fireproof, waffle, teepee, star, bridge method, boiling, toasting, shallow frying, stewing, anticlockwise</p> <p>Tool badge tool talk, respect position, bow saw, sheath knife, bill hook, loppers</p> <p>Shelter badge Innovative, functional, specification, water resistance, balanced, unbalanced, constructive, evaluate, measurements</p> |
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| Nature badge | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| I can recognise and collect signs of Autumn. | I can identify and name 5 plants | I can name and classify things that are living, dead and things that have never been alive. | I can identify and describe the functions of different parts of a plant. | I can complete a nature hunt grouping and classifying plants. | I can explain the life cycles of mammals, amphibians, insects and birds. | I can create my own nature hunt and create my own classification system. |
| I can recognise and collect signs of Winter. | I can identify and name a deciduous tree | I can identify and name a variety of plants and animals in | I can set up an experiment to show what a plant needs to grow. | I can implement an idea to improve the sustainability of our forest school area. | I can plant flowers and explain reproduction using scientific vocabulary. | I can recognise 3 ways flowers/ animals have adapted to their environment. |
| I can recognise and collect | I can identify and name an | | | | | |

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| <p>signs of Spring.</p> <p>I can recognise and collect signs of Summer.</p> <p>I can create a palette of colours with natural materials.</p> <p>I can care for something in my environment.</p> | <p>evergreen tree</p> <p>I can explain the difference between a deciduous tree and an evergreen tree</p> <p>I can identify and classify different trees (evergreen and deciduous)</p> <p>I can name and describe the parts of a plant and tree</p> <p>I can plant flowers</p> <p>I can plant vegetables</p> <p>I can create natural art to show seasonal changes</p> <p>I can explain that different fruits and vegetables are ready at different times of the year (seasons)</p> | <p>their habitats, including micro-habitats know 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</p> <p>I can identify 10 different plants</p> <p>I can plant flowers from seeds and bulbs</p> <p>I can explain how plants needs water, light and a suitable temperature to grow healthily.</p> <p>I can observe how a plant grows and record the changes.</p> <p>I can explain the process of germination.</p> <p>I can set up a comparative test to see how plants grow in different conditions.</p> <p>I can explain why seeds and plants are grown in this country at certain times of the year.</p> | <p>I can investigate the way water is transported within plants.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants.</p> <p>I can explain the terms pollination, seed formation and seed dispersal.</p> <p>I can set up an experiment to compare the different factors that affect plant growth.</p> <p>I can ask scientific questions about how plants grow.</p> <p>I can make observations and report my findings.</p> | <p>I can contribute to our 3 year environmental sustainability plan</p> <p>I can plant more plants/ trees to improve our environment.</p> <p>I can explain how living things are grouped in a variety of different ways.</p> <p>I can identify and name 20 living things in my environment.</p> <p>I can explain the types of fungi and plants that may pose dangers in our environment.</p> <p>I can look at the effects of human waste/ plastic/ litter on our environment</p> | <p>I can grow new plants from different parts of a plant.</p> <p>I can go on a nature hunt finding different reproductive parts of plants.</p> <p>I can raise questions about nature within my local environment.</p> <p>I can research the work of famous naturalists (art using natural materials).</p> <p>I can take part in a project to support others to protect and restore nature in their local environment.</p> <p>I can identify 20 different types of plants, flowers or trees.</p> | <p>I can group plants based on specific characteristics.</p> <p>I can name 15 different plants/ flowers.</p> <p>I can name 10 different types of trees.</p> <p>I can develop an area of forest school to teach younger children how to classify</p> |
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| Animal welfare badge | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>I can watch an animal turn from a baby into an adult (chicks, tadpoles)</p> <p>I can make a home or a toy for an animal.</p> <p>I can identify 5 bugs.</p> <p>I can find and collect bugs from our forest school area.</p> <p>I can talk about how you take care of animals.</p> <p>I can help to feed and clean our pigs.</p> <p>I can give our pigs a bath.</p> <p>I can feed and clean our chickens.</p> | <p>I can identify 5 different types of birds.</p> <p>I can go bird watching</p> <p>I can go pond dipping.</p> <p>I can identify 3 different types of species found in a pond.</p> <p>I can research an animal, fish or bird.</p> <p>I can find out 5 things about my chosen animal, fish, bird's habitat.</p> <p>I can build a suitable habitat to attract wildlife.</p> <p>I can compare two different animals and their habitats.</p> | <p>I can create a habitat for an animal and name its basic features of their environment including the landscape, food, weather and explain the impact of people.</p> <p>I can identify and name 10 different habitats.</p> <p>I can identify 5 micro-habitats in our forest school area.</p> <p>I can compare the similarities and differences of habitats and explain how animals are suited to their habitat.</p> <p>I can explain how my habitat provides for an animal's basic needs.</p> <p>I can describe how animals</p> | <p>I can identify the types of nutrition animals in our school need.</p> <p>I can create something to provide animals with the right types of nutrition.</p> <p>I can compare and contrast the different diets of animals in our forest school area.</p> <p>I can group animals according to what they eat.</p> <p>I can explain what nutrition is and how it helps animals.</p> <p>I can raise awareness of the importance of providing animals with the correct nutrition.</p> | <p>I can identify 20 living things in our environment.</p> <p>I can group and classify living things found in our local environment (vertebrae and invertebrates).</p> <p>I can explain how the changes within our environment can pose dangers to our living things.</p> <p>I can raise and answer questions about how our environment pose a threat to living things.</p> <p>I can explain how humans impact habitats in our local environment.</p> <p>I can raise awareness of</p> | <p>I can describe the life cycles of an insect.</p> <p>I can research and describe the life cycle of our school animals.</p> <p>I can create my own video about animals in the style of David Attenborough.</p> <p>I can set up an experiment to observe the changes in an animal over time.</p> <p>I can compare how different animals grow.</p> <p>I can research the changes in animals over time.</p> <p>I can use the knowledge I have found to create ways to</p> | <p>I can classify animals based on their characteristics.</p> <p>I can identify and name the specific characteristics of different animals.</p> <p>I can explain why I have categorised animals into specific groups.</p> <p>I can classify animals into vertebrates and invertebrates.</p> <p>I can teach year 4 about vertebrates and invertebrates using my observational skills and finding</p> <p>I can discover different animals in my local environment and decide where they fit in my classification system.</p> |

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| | I can take part in looking after our school animals and improving their habitat. | <p>obtain their food from other plants.</p> <p>I can describe how animals obtain their food from other animals.</p> <p>I can explain the definition of a habitat and microhabitat.</p> <p>I can support the basic needs of our school animals.</p> | I can identify the different food groups and research how these keep animals healthy. | <p>human actions and how they pose a threat to our local wildlife.</p> <p>I can create and describe a simple food chain, identifying the producers, predators and prey.</p> | <p>animals in our local environment.</p> <p>I can contact wildlife supporters to help us raise awareness.</p> | I can explain how nutrients are essential for animals to survive and how they transport nutrients through their bodies |
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Our world badge

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| NA | <p>Physical and human features</p> <p>I can talk about the day-to-day weather and some of the features of the seasons in their locality.</p> <p>I can recognise a natural environment and describe it using key vocabulary. (E.g. make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather</p> <p>I can identify seasonal and daily weather patterns in the United Kingdom .</p> <p style="text-align: center;">Map work</p> <p>I can describe a journey on a map of the our Forest School area locating features and landmarks seen on the journey.</p> <p>I can locate places on a map of the Forest School area using locational and directional language prompted by a journey stick.</p> <p>I can draw a simple map of our Forest School area.</p> <p>Fieldwork and investigation</p> <p>I can assist in keeping a weekly weather chart based on first-hand observations using picture symbols.</p> | <p>Physical and human features</p> <p>I can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons.</p> <p>I can recognise a natural environment and describe it using key vocabulary. (E.g. make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather</p> <p>I can identify seasonal and daily weather patterns in the United Kingdom .</p> <p style="text-align: center;">Map work</p> <p>I can describe a journey on a map of the local area using simple compass directions and locational and directional language.</p> <p>I can use simple compass directions to describe the location of features and routes on a map.</p> <p>I can devise a simple Map of our Forest School area; and use and construct basic symbols in a key.</p> | <p>Physical and human features</p> <p>I can identify hazards within our Forest School area.</p> <p>I can talk about how Forest School protects our environment</p> <p>I can suggest ways to improve our Forest School area.</p> <p>I can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p style="text-align: center;">Map work</p> <p>I can use symbols and key (including the use of Ordnance Survey maps)</p> <p>I can use a simple letter and number grid.</p> <p>I can give direction instructions up to four compass points.</p> <p>Fieldwork and investigation</p> <p>I can plan a fieldwork investigation in a group selecting appropriate techniques e.g. natural river fieldwork investigation.</p> <p>I can explain how my investigation supports our environment.</p> <p>I ca orientate myself around a short trail.</p> | <p>Physical and human features</p> <p>I can talk about hazards within our Forest School area.</p> <p>I can improve our Forest School environment</p> <p>I can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p style="text-align: center;">Map work</p> <p>I can use four-figure grid references.</p> <p>I can give direction instructions up to eight compass points.</p> <p>I can use the scale bar or 1 km grid to estimate Distance.</p> <p>I can recognise patterns on maps and begin to explain what they show.</p> <p>Fieldwork and investigation</p> <p>I can plan a fieldwork investigation in the local area selecting appropriate techniques. (E.g. Take a lead in planning and creating a river in the playground and select a range of natural materials to use. Use a watering can to form the river. Observe and record what happens to the</p> | <p>Physical and human features</p> <p>I can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest.</p> <p>I can understand that animals and plants are adapted to the climate.</p> <p>I can understand our food is grown in many different countries because of their climate.</p> <p>I can select a food to grow in our Forest School area and explain my reason for my choice.</p> <p style="text-align: center;">Map work</p> <p>I can use four-figure grid references.</p> <p>I can contribute to a group display of a large-scale OS map of the Forest School area to label with photographs and information about a local Issue.</p> <p>I can use a map using different scales,</p> <p>Fieldwork and investigation</p> <p>I can make a sketch map with symbols.</p> <p>I can use digital maps to identify human and physical features.</p> | <p>Physical and human features</p> <p>I can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest.</p> <p>I know which fruits and vegetables will thrive in our Forest School area and how I can provide the correct climate to support them to thrive. I know that climate relates to food production.</p> <p style="text-align: center;">Map work</p> <p>I can use four- and six-figure grid references with accuracy. I can describe the shape of the land from contour patterns.</p> <p>I can describe height and slope from a map.</p> <p>I can work confidently with a range of maps from large-scale street maps to 1:50,000 maps. (E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue linking these to a range of features on the map.)</p> <p>Fieldwork and investigation</p> <p>I can make sketch maps of</p> |

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| | I can use aerial photos to identify features of the Forest School area. | <p>The child can draw a simple map of our Forest School area and include physical and human features.</p> <p>Fieldwork and investigation I can use aerial photographs of Forest School to identify landmarks and basic human and physical features.</p> <p>I can keep a weekly weather chart using picture symbols. I can talk about this data and identify patterns.</p> | | <p>water over different materials. Take photographs and annotate with key river features and processes.)</p> <p>I can orientate myself with accuracy around a short trail. I can create a short trail for others with a physical challenge.</p> <p>I can start to recognise features of an orienteering course.</p> <p>I can offer an evaluation of both personal performances and activities. I can start to improve trails to increase the challenge of the course.</p> | <p>I can present information gathered in fieldwork using simple graphs.</p> <p>I can complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>I can offer a detailed and effective evaluation of both personal performances and activities.</p> <p>I can improve a trail to increase the challenge of the course.</p> | <p>areas using symbols, a key and a scale.</p> <p>I can use digital maps to investigate features of an area.</p> <p>I can present information gathered in fieldwork using a range of graphs and other data presentation techniques.</p> <p>I can complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>I can offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</p> <p>I can listen to feedback and improve an orienteering course from it.</p> |
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| Fire and outdoor cooking badge | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Fire</p> <p>I can observe how to enter and exit the fire circle correctly.</p> <p>I can follow directions from an adult.</p> <p>I can listen to a story around the fire circle with my friends.</p> <p>I can sing a song with my friends around the fire circle.</p> <p>Outdoor cooking</p> <p>I can collect wild fruits/ flowers or herbs for other groups that can be used for cooking.</p> <p>I can use scissors to cook fresh herbs.</p> <p>I can collect the eggs from the chicken coop.</p> <p>I can recognise some familiar ingredients eg fruits</p> | <p>Fire</p> <p>I can enter and exit the fire circle correctly.</p> <p>I can demonstrate the respect position.</p> <p>I can explain how weather conditions affect my fire.</p> <p>I can talk about what I need to ignite a fire.</p> <p>I can observe how to safely extinguish a fire.</p> <p>Outdoor cooking</p> <p>I can identify the foods from plants and animals that can be eaten in our Forest School area.</p> <p>I can follow outdoor food hygiene rules when preparing and cooking food in the Forest School area.</p> | <p>Fire</p> <p>I can enter and exit the fire circle correctly.</p> <p>I can demonstrate the respect position and explain why it is important.</p> <p>I can explain the three main components essential to make a fire.</p> <p>I can state the materials that we use to burn.</p> <p>I can explain how to correctly extinguish our fire.</p> <p>I can explain the suitability of the location of the fire.</p> <p>Outdoor cooking</p> <p>I can follow the safety rules and wash up correctly.</p> <p>I can use the compost bin to recycle waste.</p> | <p>Fire</p> <p>I can enter and exit the fire circle correctly.</p> <p>I can explain the main components required for a fire and how the absence of one of these components impacts our fire.</p> <p>I can find suitable materials to build a fire.</p> <p>I can build a group fire.</p> <p>I can safely light my fire.</p> <p>I can keep my fire burning for 2 minutes.</p> <p>I can safely extinguish my fire.</p> <p>I can follow a fire safety talk.</p> <p>Outdoor cooking</p> <p>I can cook for others and understand the value of eating</p> | <p>Fire</p> <p>I can enter and exit the fire circle correctly.</p> <p>I can explain the three main components required for a fire and, when the fire is not lighting, I can identify which component is missing and suggest ways to correct this.</p> <p>I can build a waffle fire.</p> <p>I can safely light my fire.</p> <p>I can keep my fire burning for two minutes</p> <p>I can give a fire safety talk to others.</p> <p>Outdoor cooking</p> <p>I can follow our food hygiene rules and ensure others do the same.</p> <p>I understand that food is grown</p> | <p>Fire</p> <p>I can enter and exit the fire circle correctly.</p> <p>I can collect suitable materials to build a fire and explain why they are suitable.</p> <p>I can build two different types of fires.</p> <p>I can light my fires safely and discuss the main part of the combustion triangle.</p> <p>I can keep my fire burning for 5 minutes.</p> <p>I can extinguish my fire correctly and give a safety talk to my peer.</p> <p>Outdoor cooking</p> <p>I can demonstrate the importance of food hygiene when taking part in outdoor cooking activities.</p> | <p>Fire</p> <p>I can enter and exit the fire circle correctly.</p> <p>I can give a fire safety talk to the group.</p> <p>I can ask fire safety questions to the group to reinforce fire safety and expectations.</p> <p>I can learn to build 3 different types of fires.</p> <p>I can build and light the group fire to cook everyone's food.</p> <p>I can demonstrate how to maintain a fire in wet and windy weather conditions.</p> <p>Outdoor cooking</p> <p>I can demonstrate the importance of food hygiene when taking part in outdoor cooking activities.</p> |

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| <p>I can taste and describe using simple words eg sweet, crunchy</p> <p>Under supervision, I can use the bridge method to cut soft foods.</p> <p>I know what is a fruit and what is a vegetable.</p> | <p>I can toast food on the fire.</p> <p>I can understand that all food comes from plants or animals.</p> <p>I can understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>I can understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>I can prepare simple dishes safely and hygienically, without using a heat source. Know how to use techniques such as cutting, peeling and grating.</p> <p>I can sort food into a wider range of categories eg root vegetables, grow on trees, from animals eg hens, pigs</p> | <p>I can follow simple instructions (pictorial/ written) when cooking.</p> <p>I can use a vegetable peeler to peel vegetables.</p> <p>I can toast on the fire.</p> <p>I can observe the changes to foods when heated and cooled.</p> <p>I can understand that all food comes from plants or animals.</p> <p>I understand that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>I can name and sort foods into the five groups in 'The Eat well plate'</p> <p>I know that I should eat at least five portions of fruit and vegetables every day.</p> <p>I can demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>I can demonstrate how to use techniques such as cutting, peeling and grating.</p> <p>Under supervision, I can use the bridge and claw methods to cut ingredients.</p> <p>I can use a grater safely.</p> <p>I know some of the influences on the food we eat eg seasonality, imported, religion, intolerance</p> <p>I can say what I like and dislike about what I have made and suggest how to improve the taste e.g. substitute, add more fruit.</p> | <p>sociably.</p> <p>I can understand the importance of a healthy diet and I can create foods to supply my body with energy.</p> <p>I can explain how food is planted/ farmed and then made safe for us to eat.</p> <p>I can roast and fry foods on the fire.</p> <p>I can explain the importance of recycling food waste using our compost bin,</p> <p>I can and follow a recipe independently.</p> <p>I know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs and chickens) in the UK, Europe and the wider world.</p> <p>I understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>I understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>I can use simple food descriptors for flavour, texture and appearance.</p> | <p>(such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>I can explain how seasonal foods can influence what we eat and use seasonal foods in my cooking.</p> <p>I can follow a recipe and weigh my ingredients accurately.</p> <p>I can use a knife, peeler, masher, garlic press to prepare homegrown foods.</p> <p>I can explain changes to materials when they are heated and cooled.</p> <p>I understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>I know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>I know that a balanced diet has to include a wide variety of foods, as depicted in 'The eat well plate'.</p> <p>I know that to be active and healthy, food and drink are needed to provide energy for the body</p> <p>I can sort and identify some foods which are seasonal and can be grown in this country.</p> <p>I know that some food is imported for choice or because of different growing requirements.</p> | <p>I can use 2 different cooking methods (boiling, toasting, frying).</p> <p>I can name and identify 5 different herbs and spices and use some of these in my cooking.</p> <p>I can cut a variety of hard root vegetables into bite size chunks using the bridge method.</p> <p>I can prepare and cook a variety of savoury dishes using a range of techniques stewing, shallow frying and baking.</p> <p>I can weigh and measure accurately (time, dry ingredients, liquids).</p> <p>I know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs and chickens) in the UK, Europe and the wider world.</p> <p>I can begin to understand that seasons may affect the food available.</p> <p>I can understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>I can know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>I know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>I can begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>I can change or improve a recipe to meet certain requirements eg availability,</p> | <p>I can use a range of different cooking methods (boiling, toasting, frying) to create a 3 course meal for the group.</p> <p>I can include plants and herbs in my cooking.</p> <p>I can take part in the cycle of plant it, grow it, eat it.</p> <p>I can dispose of waste correctly using the compost bin.</p> <p>I know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs and chickens) in the UK, Europe and the wider world.</p> <p>I understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>I know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>I know different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>I can suggest and cook my own recipe using a choice of ingredients and skills, demonstrating good hygiene, safe practise, balance, healthy eating and taste.</p> |
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Tool badge

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| NA | <p style="text-align: center;">Designing</p> <p>With help I can measure, mark out, cut and shape a range of materials</p> <p style="text-align: center;">Making</p> <p>I can enter and exit the tool circle safely.</p> <p>I can show the respect position.</p> <p>I can use a potato peeler correctly to whittle wood.</p> <p>I can follow instructions to make a product using tools.</p> <p>I can explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>I can explore using tools e.g. scissors and a hole punch safely.</p> <p>I can begin to assemble, join and combine materials and components together using a variety of temporary</p> <p style="text-align: center;">Evaluating</p> <p>I can say what I like about what I have made</p> | <p style="text-align: center;">Designing</p> <p>With help I can measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately.</p> <p style="text-align: center;">Making</p> <p>I can enter and exit the tool circle safely.</p> <p>I can show the respect position and explain why it is important.</p> <p>I can give a tool talk to a friend with key words to support.</p> <p>I can use a sheath knife correctly to whittle wood.</p> <p>I can follow instructions to make a product using tools.</p> <p>I can select tools and materials; use correct vocabulary to name and describe them.</p> <p>I can assemble, join and combine materials in order to make a product.</p> <p>I can choose and use appropriate finishing techniques</p> <p style="text-align: center;">Evaluating</p> <p>I can say what I like about my product and say what I would change.</p> | <p style="text-align: center;">Designing</p> <p>I can measure, mark out, cut, score and assemble components with more accuracy.</p> <p>I can select a wider range of tools and techniques for making their product (at least two different tools)</p> <p>I can explain my choice of tools and equipment in relation to the skills and techniques I will be using.</p> <p>I can understand how well products have been designed, made, what materials have been used and the construction technique.</p> <p>I can learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p style="text-align: center;">Making</p> <p>I can enter and exit the tool circle safely.</p> <p>I can explain the rules of working with tools.</p> <p>I can give a tool talk to a friend.</p> <p>I can follow instructions to make something using more than one tool.</p> <p>I can work safely and accurately with a range of simple tools.</p> <p style="text-align: center;">Evaluating</p> | <p style="text-align: center;">Designing</p> <p>I can select a wider range of tools and techniques for making my product safely.</p> <p>I can measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p style="text-align: center;">Making</p> <p>I can enter and exit the tool circle safely.</p> <p>I can give a tool talk about two different tools.</p> <p>I can explain how to use the tools to a friend.</p> <p>I can follow instructions/ a design to make a product using tools.</p> <p>I can carry the tools safely around the Forest School area.</p> <p style="text-align: center;">Evaluating</p> <p>I can evaluate my work both during and at the end of the assignment.</p> <p>I am able to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>I can evaluate the key designs of individuals in design and technology has helped shape the world.</p> | <p style="text-align: center;">Designing</p> <p>I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p style="text-align: center;">Making</p> <p>I can enter and exit the tool circle safely.</p> <p>I can give a tool talk about three different tools (bow saw, bill hook, sheath knife, loppers)</p> <p>I can explain how to use the tools to a friend.</p> <p>With growing confidence, I can apply a range of finishing techniques, including those from art and design.</p> <p>I can select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</p> <p>I can begin to measure and mark out more accurately</p> <p>I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> | <p style="text-align: center;">Designing</p> <p>I can design something to solve a problem using at least two different tools.</p> <p style="text-align: center;">Making</p> <p>I can enter and exit the tool circle safely.</p> <p>I can give a tool talk on all of the different tools (bow saw, bill hook, sheath knife, loppers)</p> <p>I can design something to solve a problem using at least two different tools.</p> <p>I can explain why we use different tools for different purposes.</p> <p>I know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p>I can confidently select appropriate tools, materials, components and techniques and use them.</p> <p>I can use tools safely and accurately.</p> <p>I can assemble components to make working models.</p> <p>I can aim to make and to achieve a quality product.</p> <p>I can demonstrate that I make modifications as they go along.</p> <p>I can construct products using</p> |

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| | | | <p>I can evaluate the key designs of individuals in design and technology has helped shape the world.</p> <p>I can understand whether products can be recycled or reused.</p> | | <p>I can understand how mechanical systems such as cams or pulleys or gears create movement.</p> <p>I can use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p>I can demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>Evaluating</p> <p>I can start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p>I can start to evaluate a product against the original design specification and by carrying out tests.</p> <p>I can evaluate my work both during and at the end of the assignment.</p> <p>I can begin to evaluate it personally and seek evaluation from others.</p> <p>I can evaluate the key designs of individuals in design and technology has helped shape the world.</p> | <p>permanent joining techniques.</p> <p>I can understand how mechanical systems such as cams or pulleys or gears create movement.</p> <p>Evaluating</p> <p>I can evaluate my product, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>I can evaluate the key designs of individuals in design and technology has helped shape the world.</p> |
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| Shelter badge | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| NA | <p>Designing</p> <p>I can draw on my own experiences to generate ideas and create a mockup of my shelter when given a criteria.</p> <p>I can make a design of my shelter using appropriate techniques.</p> <p>Making</p> <p>I can build a shelter, exploring how it can be made stronger and more stable.</p> <p>I can identify the materials I have used to make my shelter.</p> <p>I can describe the properties of the materials I have used to make my shelter and explain how I created it.</p> <p>Evaluating</p> <p>I can explain what I like and dislike about existing shelters (images or models) and why.</p> <p>I can evaluate my shelter , identify strengths and make changes to improve my shelter explaining what I would do differently next time.</p> <p>I can explain how my shelter works, reflecting on the criteria.</p> | <p>Designing</p> <p>I can generate ideas for shelters by drawing on my own and others' experiences.</p> <p>I can look at a range of shelters (images, models) and say what I like and dislike about them.</p> <p>I can develop my design ideas through discussion, observation, drawing and modelling (mock-ups).</p> <p>I can identify the purpose for my shelter and identify a target group based on a design criteria.</p> <p>Making</p> <p>I can build a shelter, exploring how they can be made stronger, stiffer and more stable.</p> <p>I can use a clove hitch knot to build my shelter.</p> <p>I can explore how I can make my shelter stronger, more stable, windproof and waterproof.</p> <p>I can identify materials used to build a shelter.</p> <p>I can describe the properties of the materials I have used.</p> <p>Evaluating</p> <p>I can evaluate my shelter against my design criteria and peer assess another, identifying strengths and possible changes.</p> <p>I can develop their design</p> | <p>Designing</p> <p>I can generate ideas for an item, considering its purpose and the user/s.</p> <p>I can explain the main stages of making a product. Identify a purpose and establish criteria for a successful product.</p> <p>I can design a shelter fit for purpose (waterproof, windproof). I know to make drawings with labels when designing. When planning, explain their choice of materials and components including function and aesthetics.</p> <p>I can create a mini prototype.</p> <p>Making</p> <p>I can use two different types of knots to join my components.</p> <p>I can measure the correct lengths required in mm, cm and m.</p> <p>I can select a wider range of tools and techniques for making their product</p> <p>I can think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p> <p>I can understand that mechanical systems such as levers and linkages or pneumatic systems create movement</p> <p>Evaluating</p> <p>I can evaluate my product</p> | <p>Designing</p> <p>I can generate ideas, considering the purposes for which they are designing- link with Mathematics and Science.</p> <p>I can design an innovative, functional and appealing shelter.</p> <p>I can make labelled drawings from different views showing specific features.</p> <p>I can learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p>When planning I can explain my choice of materials and components according to function and aesthetic.</p> <p>When planning I can consider the views of others, including intended users, to improve their work.</p> <p>Making</p> <p>I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making.</p> <p>I can demonstrate 4 different types of knots.</p> <p>I can name 4 different types of knots.</p> | <p>Designing</p> <p>I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>I can draw up a specification for their design- link with Mathematics and Science.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>With growing confidence select appropriate materials, tools and techniques.</p> <p>Making</p> <p>I can create an appealing and functional shelter design aimed at a particular audience.</p> <p>I can demonstrate 5 different types of knots.</p> <p>I can select the most appropriate knot that is suitable for my particular project.</p> <p>I can use a given criteria to convert measurements mm, cm, m.</p> <p>I can build a shelter of a 3d shape.</p> <p>I can estimate and measure the angles of my 3d shape.</p> | <p>Designing</p> <p>I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>I can draw up a specification for their design- link with Mathematics and Science.</p> <p>I can work in a group to design a shelter that will match my design criteria</p> <p>I can plan the order of my work, choosing appropriate materials, tools and techniques.</p> <p>Making</p> <p>I can build 3 different types of shelters (lean to, A frame) , including 2 different 3d shapes.</p> <p>I can build a shelter to match specific measurements.</p> <p>I can build a shelter suitable for purpose matching a specific criteria.</p> <p>I can solve problems to ensure that my shelters are the correct measurements and convert when appropriate.</p> <p>I can calculate the area of my shelter</p> <p>I can calculate the perimeter of my shelter.</p> <p>I can accurately apply a range of finishing techniques,</p> |
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| | | <p>ideas through discussion, observation, drawing and modelling.</p> | <p>against original design criteria e.g. how well it meets its intended purpose</p> <p>I can disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>I can evaluate the key designs of individuals in design and technology has helped shape the world.</p> | <p>I can follow instructions to create a shelter and convert measurements mm/cm/m.</p> <p>I can calculate the perimeter of my shelter.</p> <p>I can talk about the angles within my shelter.</p> <p>I can join and combine materials and components accurately in temporary and permanent ways.</p> <p>I can see how mechanical systems such as cams or pulleys or gears create movement</p> <p>I understand how to reinforce and strengthen a 3D framework.</p> <p>I can evaluate my product carrying out appropriate tests.</p> <p>Evaluating</p> <p>If the first attempts fail I can identify the strengths and areas for development in their ideas and products.</p> <p>I can provide constructive feedback to my peers about their shelter.</p> | <p>Evaluating</p> <p>I can provide constructive feedback for my peers using pink and green comments.</p> <p>I can evaluate my own work using pink and green comments.</p> | <p>including those from art and design.</p> <p>I can use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p>Evaluating</p> <p>I can evaluate my work and the work of others using the pink and green marking system.</p> <p>I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>I can suggest alternative methods of making if the first attempts fail.</p> <p>I can identify the strengths and areas for development in their ideas and products.</p> <p>I know how to reinforce and strengthen a 3D framework.</p> <p>I can evaluate my product, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>I can evaluate their work both during and at the end of the assignment.</p> <p>I can record their evaluations using drawings with labels.</p> <p>I can evaluate against their original criteria and suggest ways that their product could be improved.</p> <p>I can evaluate the key designs of individuals in design and technology has helped shape the world.</p> |
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Character building

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Resilience</p> <p>Can I participate in Forest School activities with support from an adult?</p> <p>Responsibility</p> <p>I can take responsibility for carrying a piece of equipment for my adult.</p> <p>Managing risks</p> <p>I can risk assess areas in Forest School using Hazard Harry and Safety Sue (fire circle, pond)</p> <p>Co-operation</p> <p>I can listen to adults.</p> <p>Caring for animals</p> <p>I can show care towards animals</p> <p>Communication through animals / animal therapy</p> <p>I can be at ease with school animals while supported</p> | <p>Resilience</p> <p>Can I complete an activity from start to finish?</p> <p>Responsibility</p> <p>I can tidy away an activity with my group that people and other living things have needs and that they have responsibilities to meet them</p> <p>Managing risks</p> <p>I can be confident enough to take appropriate risks around the Forest School area</p> <p>Co-operation</p> <p>I can listen to adults and my friends.</p> <p>Caring for animals</p> <p>I can show care towards animals and explain their basic needs</p> <p>Communication through animals / animal therapy</p> <p>I can talk to school animals while supported by an adult</p> | <p>Resilience</p> <p>Can I work on an activity independently?</p> <p>Responsibility</p> <p>I can collect resources from the yurt for my group what improves and harms their local, natural and built environments and about some of the ways people look after them</p> <p>Managing risks</p> <p>I can recognise that share a responsibility for keeping myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' to keep us all safe outside.</p> <p>Co-operation</p> <p>I can work as part of a group on a Forest School project.</p> <p>Caring for animals</p> <p>I can show care towards animals and explain their general needs</p> <p>Communication through animals / animal therapy</p> <p>I can talk to school animals and begin to judge how they are feeling</p> | <p>Resilience</p> <p>I can face new challenges positively and know when to seek help.</p> <p>Responsibility</p> <p>I can be responsible for ensuring the Forest School area is left tidy (Rangers)</p> <p>Managing risks</p> <p>I can recognise increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>Co-operation</p> <p>I can value the contributions of others in Forest School discussions.</p> <p>Caring for animals</p> <p>I can show care towards animals and explain and give reasons for their general health and well being needs</p> <p>Communication through animals / animal therapy</p> <p>I can attempt to communicate and look for responses from school animals and begin to know how they are feeling</p> | <p>Resilience</p> <p>I can recognise the need to ask for support sometimes and whom to ask and how.</p> <p>Responsibility</p> <p>I can explain my views on issues that affect our Forest School environment</p> <p>Managing risks</p> <p>I can recognise that my actions affect myself and others.</p> <p>Co-operation</p> <p>I can work cooperatively with others towards shared goals within our Forest School environment.</p> <p>Caring for animals</p> <p>I can show care towards animals and explain and give reasons for their general health and well being needs stating what might happen if they aren't met</p> <p>Communication through animals / animal therapy</p> <p>When I make attempts to communicate with school animals I can begin to know what their responses look like.</p> | <p>Resilience</p> <p>I can independently reflect on and evaluate my own work during Forest School sessions.</p> <p>Responsibility</p> <p>I can be responsible for ensuring our Forest School area is supporting wildlife and speak to charity organisations to support our wildlife</p> <p>Managing risks</p> <p>I can develop skills to inform choices which have an effect on the sustainability of the Forest School environment.</p> <p>Co-operation</p> <p>I can contribute to debates involving Forest School issues And resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>Caring for animals</p> <p>I can explain and give reasons for the general health and wellbeing needs of school animals stating what might happen if they aren't met; and my role in their care</p> <p>Communication through animals / animal therapy</p> <p>As I'm communicating with school animals I know what signs are linked to what type of feeling</p> | <p>Resilience</p> <p>I can independently reflect on and evaluate personal goals I set myself during Forest School sessions.</p> <p>Responsibility</p> <p>I can develop and maintain an area of our Forest School environment.</p> <p>Managing risks</p> <p>I can deepen my understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly</p> <p>Co-operation</p> <p>I can lead discussions about issues within our Forest school area and use strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>Caring for animals</p> <p>I can suggest a care plan for school animals that includes all of the necessary areas giving a structure to their weekly care needs.</p> <p>Communication through animals / animal therapy</p> <p>When I communicate with school animals I know what their different responses mean and how to respond to each.</p> |