

***The following courses can be adapted for either upper or lower KS2. They last approximately half a day.***

## **eCological Creations**

### **Curriculum links**

Key stage 2 Art and design

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Key stage 2 Design and Technology

- 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
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

### **Useful words**

**Art, land art, texture, sculpture, picture**

### **Brief outline**

- Using environmental artists such as Andy Goldsworthy and Richard Long as inspiration pupils will produce their own works of land art to express a theme or idea.
- They will evaluate their own and other people's work and give feedback in an appropriate manner.
- They will discuss the concept of biodegradable and ephemeral

## **Awesome Algorithms**

### **Curriculum links**

### **English Curriculum (giving and following instructions) and**

### **KS2 Computing:**

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

### **Useful words**

Algorithms, instructions, debugging, flow chart,

### **Brief outline**

- THE ALIENS HAVE LANDED IN SALCEY FOREST!!!!!!!
- Your pupils will have to help these aliens fit into human society.
- They will practise their instruction giving on one another using blindfold walks
- They will explore the role of instruction giving and understand why accuracy is essential
- They can use and produce keys for identification of minibeast or trees
- They will understand the importance that binary (or yes-no response) played in the development of computers.

## **Marvellous Maths**

### **Curriculum links**

This focuses on aspects of statistics, geometry – position and direction, geometry properties of shapes, measurement and number.

### **Useful words**

**Measurement, girth, height, length, estimate,**

### **Brief outline**

- Pupils will be given a series of tasks to complete in teams. These will be problem solving activities that will include using maths in a wide range of situations.
- These may include
  - How high is the tree top trail?
  - How old is one of the veteran Oak trees?
  - How many trees are there in Salcey Forest?
  - Creating shapes from natural materials
  - Map work

## **Tree-mendous Trees**

### **Curriculum links**

#### **Year 4 Science**

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

#### **Year 5 science**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

#### **Year 6 science**

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### **Useful words**

#### **Ecology, Veteran, Species, Habitat**

#### **Brief outline**

- Pupils will explore a tree and everything to do with it
- This will include
  - Tree species and identification features
  - The tree as a habitat
  - Tree height, girth and age
  - How people have used the wood and other tree parts

## **Astonishing Adaptations**

### **Curriculum links**

#### **Year 3 Science**

- identify that humans and some other animals have skeletons and muscles for support, protection and movement

#### **Year 4 Science**

- recognise that environments can change and that this can sometimes pose dangers to living things.

#### **Year 5 science**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

#### **Year 6 science**

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics
- describe the ways in which nutrients and water are transported within animals, including humans.
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### **Useful words**

**Adaptation, Habitat, Ecology, Evolution, Natural Selection, Species, Classification**

### **Brief outline**

- Using both plant and animal life students will explore the variant species in different habitats
- They will consider their adaptations to these habitats
- They will “design” their own species and assess it’s adaptations.

## **Fantastic Feeding**

### **Curriculum links**

#### **Year 3 science**

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

#### **Year 4 science**

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

#### **Year 6 science**

- describe the ways in which nutrients and water are transported within animals, including humans.

### **Useful words**

**Food Chain, Food Cycle, Nutrition, Photosynthesis, Digestion, Producers, Herbivores, Carnivores, Prey, Predators.**

### **Brief outline**

- Pupils will explore the woodland ecosystem starting with a single tree
- They will expand from the tree as a producer to resident and transient herbivores and their associated predators.
- They will consider the flow of nutrients in a woodland environment
- They will explore and construct their own food chain/cycle

## **Wonderful Words**

### **Curriculum links**

This focuses on reading comprehension, written compositions and spoken English

### **Useful words**

**Story Telling, Drama, Poetry, Comprehension, Novel, Short Story, Creativity  
Story Boarding,**

### **Brief outline**

- Using different techniques pupils will consider the role of story telling and create their own story, which they will tell to others
- They will hear appropriate stories, poems and parts of novels
- They will create their own stories using:
  - Natural materials around them for Story boards
  - Creating woodland characters
  - Mapping the rhythm of a story
  - Using drama and dramatic techniques to tell a story
  - Evaluating one another's stories

## **Clever Classification**

### **Curriculum links**

#### **Year 4 Science**

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

#### **Year 6 science**

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### **Useful words**

**Classification, Linnaeus, adaptation, key, identification, species, family, evolution, natural selection**

### **Brief outline**

- Pupils will explore the idea of classification as a concept using themselves.
- They will then use keys to identify minibeast
- They will create keys for others to identify trees