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| **Year 2**  **2024/25** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** | **Lesson 7** | **Lesson 8** | **Lesson 9** |
| **Date** | **9th-13th Sep** | **23rd-27th Sep** | **7th-11th Oct** | **21st-25th Oct** | **11th-15th Nov** | **25th-29th Nov** | **9th -13th Dec** | **13th-17th Jan** | **27th-31st Jan** |
| **Term**  **Topic** | Who lives in a home like this? | Who lives in a home like this? | Who lives in a home like this? | Who lives in a home like this?  **Destination** | Nurturing Nurses | Nurturing Nurses | Nurturing Nurses | Once upon a time… | Once upon a time… |
| **Curriculum Link** | Geography | Maths  Science: -Biology (Animals including humans) | Science: - Living things and their environments | Science: - Living things and their environment | Design and technology: - Create a free-standing structure | Science  **National tree week** | PSHE  Science | Science: -  Biology (Animals including humans) | Science  Maths  (**RSPB-Big Garden bird watch**) |
| **Forest school focus** | Observational skills and directional language  Use a map/key to locate different areas of the school | What is harvest?  Identify, compare and measure a variety of fruits, salads and vegetables  Healthy and balanced diet | Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment | Using natural materials recreate a preferred habitat, considering conditions (light or dark; damp or dry  Hibernation and nocturnal animals | Experiment with different assembly techniques for strength and stability  Evaluate how effective their f/s structure was and explain why it is good and or how it can be better | Know the purpose of trees and Identify through unique features: -bark, leaf and seed  Be able to state the difference between deciduous and evergreen trees | Understand how to make a fire with a chemical reaction  Demonstrate how to set up a safety circle  (Link to: -Florence Nightingale, caring for themselves & others) | Understand light, temperature and weather patterns are associated with seasons (season wheel)  notice the effects on our natural food source | Take part in Big garden birdwatch: -Identifying, classifying and grouping birds  Identifying birds that have different sounds and unique features |
| **Year 2**  **2024/25** | **Lesson 10** | **Lesson 11** | **Lesson 12** | **Lesson 13** | **Lesson 14** | **Lesson 15** | **Lesson 16** | **Lesson 17** | **Lesson 18** |
| **Date** | **10th-14th Feb** | **3rd-7th March** | **17th-21st March** | **31st-4th April** | **28th-2nd May** | **12th-16th May** | **2nd-6th June** | **16th-20th June** | **30th-4th July** |
| **Term**  **Topic** | Once upon a time… | What is your toy’s story? | What is your toy’s story? | What is your toy’s story? | This is the coast | This is the  coast | London’s Burning | London’s Burning | London’s Burning |
| **Curriculum Link** | Science-  Life cycles | Science: - Materials | Science | Science: -  Plants | Art and design  Science | Science: - Living things and their environments | Science  Design and technology  **Launch** | Understanding Knots and their use | Science: - Plants |
| **Forest school focus** | Animals, including humans, have offspring which grow into adults  Life cycle of a frog  Frogspawn  Pond dipping | Exploring our school material hunt  Litter picking: - separating and identifying different materials and waste disposal  Environmental Sustainability | Signs of spring/new life hunt  Observational drawings  Flora and fauna | Explore the requirements of plants for life and growth-Plant a runner bean  Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers | Nature: -  Transient art  Use materials that are abundant or already on the ground - **if in doubt, leave it out!** | Exploring the ocean: - Story link: - The snail and the whale    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 | Build pudding lane  Great fire of London: -Consider why it spread so easily? Highly flammable materials, houses close together, Long hot summer | Fire safety Build a ladder (hook ladder) sticks and rope | Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal |

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| **Year 2** | **Lesson 19** |  |  |  |  |  |  |  |  |
| **Date** | **14th-18th July** |  |  |  |  |  |  |  |  |
| **Term**  **Topic** | **London’s Burning** |  |  |  |  |  |  |  |  |
| **Curriculum Link** | Science-  Plants |  |  |  |  |  |  |  |  |
| **Forest school focus** | What are natural aromatic plants?  Use our senses to identify a variety of herbs  Discuss Insectary plants and beneficial bugs |  |  |  |  |  |  |  |  |