

THE WYE FOREST FEDERATION CURRICULUM

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Curriculum Map for Year Groups (St Briavels)

Year	Term 1	Term 2	Term 3
<b>Bluebell Class</b>			
<b>EYFS</b>	Seasonal Changes  Plants  Animals, including Humans	Seasonal Changes  Plants  Materials	Seasonal Changes  Plants  Living things and their habitats

<b>Daisy Class</b>			
<b>1</b>	Seasonal changes ( <i>Questioning</i> ) (2hr per term) <b>(Active</b> – How is our weather different?)  Everyday Materials ( <i>Recording</i> ) <b>(Active</b> – What materials might be good to waterproof your coat?)	Seasonal changes ( <i>Questioning</i> ) (2hr per term) <b>(Active</b> – How is our weather different?)  Plants ( <i>Using Scientific equipment</i> ) <b>(Belonging</b> – What berries and nuts can we find?)	Seasonal changes ( <i>Questioning</i> ) (2hr per term) <b>(Active</b> – How is our weather different?)  Animals, including Humans ( <i>Questioning</i> ) <b>(Belonging</b> – What animals are there in the forest?)
<b>2</b>	Uses of Everyday Materials ( <i>As appropriate</i> ) <b>(Active</b> – What materials can we use to make a mini-beast hotel?)	Animals, including Humans ( <i>Questioning</i> ) <b>(Belonging</b> – Who lives in the woods? Where do they live and what do they eat?)  Living Things and their Habitats ( <i>Recording Data</i> )	Plants ( <i>Using scientific equipment</i> ) <b>(Active</b> – What do we need to keep our plants alive?)

Belonging

Diversity

Active

Independence

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Year	Term 1	Term 2	Term 3
<b>2</b>	<p>Animals, including Humans (<i>Using scientific equipment</i>)  <b>(Belonging – Who lives in the woods? Where do they live and what do they eat?)</b></p>	<p>Uses of Everyday Materials (<i>As appropriate</i>)  <b>(Active – What materials can we use to make a mini-beast hotel?)</b></p> <p>Living Things and their Habitats (<i>Questioning</i>)  <b>(Belonging – What do animals need to live through the spring in the forest?)</b></p>	<p>Plants (<i>Recording Data</i>)  <b>(Active – What do we need to keep our plants alive?)</b></p>
<b>3</b>	<p>Animals including Humans (<i>Using scientific equipment</i>)  <b>(Active – What food groups are there and what do we need to stay healthy?)</b></p>	<p>Rocks and Minerals (<i>Reporting on findings</i>)  <b>(Belonging – What types of rocks can you find in the forest?)</b></p> <p>Forces and Magnets (<i>Using scientific evidence</i>)  <b>(Independence – What materials can discover that are magnetic?)</b></p>	<p>Light (<i>Questioning</i>)  <b>(Active - How are shadows formed and why do they change?)</b></p> <p>Plants (<i>Recording Data</i>)  <b>(Diversity – How does lack of water/light affect what grows?)</b></p>

Belonging

Diversity

Active

Independence

Year	Term 1	Term 2	Term 3
<b>Speedwell Class</b>			
<b>4</b>	<p>Electricity <i>(Questioning)</i> <b>(Independence</b> – Why doesn't this circuit work?)</p> <p>Sound <i>(Using scientific evidence)</i> <b>(Independence</b> – Why can animal sounds travel so far?)</p>	<p>States of matter <i>(Reporting on findings)</i> <b>(Belonging</b> – Where does our water come from?)</p>	<p>Animals including Humans <i>(Using scientific equipment)</i> <b>(Active</b> – What damages teeth and how to look after them?)</p> <p>Living things and their habitats <i>(Recording Data)</i> <b>(Diversity</b> – How has our habitat changed over time? (Polar/Tundra))</p>
<b>5</b>	<p>Forces <i>(Questioning)</i> <b>(Active</b> – Can you design a streamlined boat taking into account the forces involved?)</p> <p>Space <i>(Reporting on findings)</i> <b>(Diversity</b> – How do we know so much about space?)</p>	<p>Properties and Changes of Materials <i>(Using scientific evidence)</i> <b>(Independence</b> – Can I compare and classify a range of everyday materials through their characteristics? (hardness, solubility, conductivity and transparency)</p>	<p>Animals including Humans <i>(Using scientific equipment)</i> <b>(Diversity</b> – How do our bodies change as we age?)</p> <p>Living things and their habitats <i>(Recording Data)</i> <b>(Belonging</b> – Can I classify plants and animals in the local environment?)</p>

Year	Term 1	Term 2	Term 3
<b>Foxglove Class</b>			
<b>5</b>	<p>Forces (<i>Questioning</i>)  <b>(Active</b> – What is the best material for constructing a hot air balloon or parachute?)</p> <p>Space (<i>Reporting on findings</i>)  <b>(Diversity</b> – How do we know so much about space?)</p>	<p>Properties and Changes of Materials (<i>Using scientific evidence</i>)  <b>(Independence</b> – Can I compare and classify a range of everyday materials through their characteristics? (hardness, solubility, conductivity and transparency))</p>	<p>Animals including Humans (<i>Using scientific equipment</i>) <b>(Diversity</b> – How do our bodies change as we age?)</p> <p>Living things and their habitats (<i>Recording Data</i>) <b>(Belonging</b> – Can I classify plants and animals in the local environment?)</p>
<b>6</b>	<p>Light (<i>Using scientific equipment</i>)  <b>(Independence</b> – What happens when we shine different coloured lights on differently coloured objects?)</p> <p>Electricity (<i>Questioning</i>)  <b>(Independence</b> – How can we make this circuit work?)</p>	<p>Evolution and Inheritance (<i>Reporting on findings</i>)  <b>(Diversity</b> – What are the advantages &amp; disadvantages of specific adaptations in humans?)</p>	<p>Animals including Humans (Using scientific equipment)  <b>(Active</b> – How does our body change as we exercise?)</p> <p>Living Things and their Habitats (<i>Using scientific evidence</i>)  <b>(Belonging</b> – Can I classify plants and animals in a wide range of habitats? (Local, Tundra, Polar, Desert &amp; Temperate))</p>

