

Timing	Key Skills <i>What pupils are learning to do</i>	Teaching & Learning Themes & Styles <i>Topics, Activities, Learning Styles</i>	Assessment Focus <i>including dates and suggested assessments and methods of assessment</i>	Additional Features <ul style="list-style-type: none"> • Literacy Elements • Curriculum Links • Visits / Events
	<p>Fire cookery/cookery</p> <p>Grounds maintenance</p> <p>DT/Art</p> <p>foraging</p>	<p>Cookery - Planning and preparing recipes using produce from the garden/locality. Learning about food hygiene and safety.</p> <p>Ground maintenance - Ongoing maintenance of the meadow and woodland. Coppicing wood for hazel fence</p> <p>DT – Building chicken coop</p> <p>Foraging for edible produce in the locality</p>	<ul style="list-style-type: none"> - Select appropriate materials, explaining their choices and light a fire safely. - Discuss and explain the fire triangle - Plan and prepare recipes using select ingredients - Implement basic food hygiene and translate that to campfire cookery. - Carry out woodland maintenance and discuss the purpose behind their tasks - work from a plan to create a structure - Identify different fruit/veg/herbs/fungi recognising safe and harmful plants <p>Campfire Food hygiene level 2?</p>	<p>DT – woodwork planning and making a variety of objects.</p> <p>English – reading/writing recipes and DT plans</p>

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Autumn 2 Half term 2	<p>The importance of bees</p> <p>DT</p> <p>Fire</p> <p>Ropes/knots</p> <p>Grounds maintenance</p> <p>Husbandry</p> <p>Natural dying</p>	<p>Bee hive construction, area prep – fencing</p> <p>Plan and made a variety of projects. Willow/hazel structure. Christmas related projects – baubles using pyrography pen</p> <p>Continuation of fire building strategies</p> <p>Learning a variety of different knots and their purposes. Making knot bracelets.</p> <p>Ongoing maintenance of the meadow and woodland</p> <p>Taking care of chickens, (can we get someone to come in and give an educational talk?)</p> <p>Use foraged items to dye natural materials</p>	<p>Teacher and pictorial assessment</p> <p>Can pupils:</p> <ul style="list-style-type: none"> - Explain why the bee colony is being build that area and discuss colony threats - Select appropriate materials, explaining their choices and light a fire safely. - Discuss the purpose of different knots and competently tie a variety of knots with support and independently - Use the meadow conservation plan to continue to develop the area sustainability - Explain the chicken life cycle and carryout basic care. - Discuss how to prep the material the understand the natural dying process. 	<p>Science – pollination, life cycles</p> <p>DT – woodwork planning and making a variety of objects.</p> <p>Environmental science – use a conservation plan to effectively develop and area in a sustainable manor</p> <p>Science – biology – life cycles and animal care/needs</p> <p>Chemistry – chemical reaction</p>

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SPRING Half term 3	<p>Life cycles</p> <p>Animal husbandry</p> <p>Horticulture</p> <p>Visits to Leaf Farm</p> <p>DT</p> <p>Grounds maintenance</p>	<p>Final beehive preps – building stand and preparing the brood boxes.</p> <p>Chicken and sheep care</p> <p>Preparing the ground and planting veg for summer. Preparing the area in the meadow for the sheep.</p> <p>Helping with weaning the lambs</p> <p>Individual projects, making sheep pens</p> <p>Meadow prep</p>	<p>Teacher and pictorial assessment</p> <p>Can pupils:</p> <ul style="list-style-type: none"> - Show a basic of understanding bee colonies and care (before the arrival of the bees) - Test soil PH, prepare the ground and plant seeds - Learning the basics of sheep care in preparation for getting our own sheep for the meadow - Select, use and maintain appropriate tools to prep the meadow in accordance with the survey. - Select, use and maintain appropriate tools in accordance with personal DT projects. 	<p>Science – life cycles</p> <p>Chemistry – soil PH values and what plants suit those environments</p>
SPRING Half term 4	Animal husbandry	<p>Welcoming the arrival of bees</p> <p>Chicken care</p> <p>Sheep care</p>	<p>Teacher and pictorial assessment</p> <p>Can pupils:</p>	<p>Science – animal care, life cycles</p> <p>Science – chemistry understanding the</p>

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	<p>Foraging</p> <p>Survival skills/bush craft</p> <p>Grounds maintenance</p> <p>Horticulture</p>	<p>Forging for natural dying projects continued</p> <p>Learning key survival and bush craft skills – pupil led based on interests and needs</p> <p>Caring for the meadow (following the conservation plan)</p> <p>Caring for veg/fruit</p>	<ul style="list-style-type: none"> - Monitor of the hive weekly to ensure a healthy and productive colony. - Care for sheep in the meadow ensuring that this runs alongside out meadow conservation plan. - Care for the chickens appropriately - Select, maintain and safely use tools and machinery Inc. vehicle checks. - Care for the vegetable patch appropriately 	<p>natural dye process and the chemical reactions/purposes of used solutions</p> <p>Utilising the meadow plan and carrying it out effectively</p>
<p>SUMMER Half term 5</p>	<p>Animal husbandry</p> <p>Plant/herb identification</p> <p>Ground maintenance</p> <p>Mountaineering</p> <p>Residential</p>	<p>Bee care – queen spotting, brood inspections, checking for disease, super maintenance, swarm protection. Chicken care</p> <p>Foraging for edible ingredients and creating healthy meals with them</p> <p>Grounds care – hedge cutting, moving, brush etc</p> <p>Outdoor adventures – planning and carrying out a walk in the locality</p>	<p>Teacher and pictorial assessment</p> <p>Can pupils:</p> <ul style="list-style-type: none"> - Understand what causes a swarm how to protect the hive against them - Carry out plant identification and use these to create recipes. 	

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	Horticulture	Planning an overnight residential on or off site Continue caring for the crops	<ul style="list-style-type: none"> - Understand tool safety/use and how best to care for the ground in a sustainable manor - Read a map at an appropriate level inc. orientating a map, understanding symbols and using handrails - utilise taught skills to find an appropriate campsite, and set it up and cook off a self-lit fire 	
SUMMER Half term 6	Animal husbandry DT/maths Plant/herb identification Ground maintenance Horticulture	Bee care Honey extraction Create a Dinedor honey label and sell the honey Foraging for edible ingredients and creating healthy meals with them Grounds care – hedge cutting, moving, brush etc Harvesting the crops	Teacher and pictorial assessment Can pupils: <ul style="list-style-type: none"> - Extract the honey from the hive - Use design software to create a label and effective cost the honey ready for sale - Select, use and maintain tools safely - Harvest and store different crops and collect seeds for next years 	Science – extraction process (physics) DT and maths Science – biology