|  |  |
| --- | --- |
| updated logoRabbits Class Medium Term Planning for Understanding the World / Geography  Forest Schools Spring Term 2023 | |
| Topic: Plant life in our environment, animals and their habitats | This topic is going to be taught through Forest Schools session accessing the sensory garden and allotment areas.  Key signing / vocab: coats, wellies, outside, plants, animals (specific creatures) leaf, tree, worm, spider |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson 1 - Link it.**  **Outside.**  **Visit allotment area.**  **\*put on waterproofs and wellies.**  Encourage all children to take part and to transition from classroom to allotment area.  Explore area freely. Support children as needed. | **Lesson 2 -4 – Learn it**  **Exploration of plant and animal life in our outdoor environment**  During play – support children to  Find plants  Use magnifying glasses  Find and observe small creatures  Develop our confidence in new school environments and with our transitions.  Take photos of our findings – look at them later in class. | **Lesson 4-5 – Show it**  **Exploration of plant and animal life in our outdoor environment**  **Show key pictures**  **Can pupils find these in the environment?**  **(leaf, tree, worm, spider, woodlouse)**  **Transitions positive** | **Lesson 6 –Know it**  **Exploration of plant and animal life in our outdoor environment**  Pupils explore the environment and initiate finding leaves, trees, small creatures.  Pupils transition well and enjoy the experience.  **Lesson 5 - Know it** |
| **Continuous provision: simple plants and creatures – matching tasks** | | | |

Take the objectives for the LO stickers from this section

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | 3-4 year olds   * Use all their senses in hands-on exploration of natural materials. * Begin to understand the need to respect and care for the natural environment and all living things. |

**Progression of Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Going to an area they’ve visited previously. | Activities provided during lesson  Engaging in exploration, identification of plant and animal life. | Independent activities linked to lesson    Engaging in exploration, identification of plant and animal life. | How will the pupils share knowledge during or end of lesson  Finding plant and animal life upon request or initiating this.  Develop transition skills. | Retrieve or generalization of learning after lesson  Initiate looking for plants and animals linked to our previous sessions. |