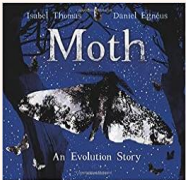
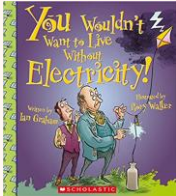


2024-2025

Year 6 LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences/ Opportunities	RGS Hampton Court Palace	Stollen	WWII Immersion Day Anderson Shelter build	Fashion Show	Junior Citizens Water fight	Residential Newlands Corner Fiver Challenge
Reading	Kensuke's Kingdom 		Letters from the Lighthouse 		Wonder 	
Writing	Writing to Entertain: Adventure Story (Kensuke's Kingdom) <u>The Tempest</u> Introduction to the Tudors and Shakespeare	Writing to Inform: Diary from the trenches (Christmas Day truce) Christmas stories	Writing to Entertain: The Little Ships (poetry and story writing) Rose Blanche The Piano Macbeth Writing to Inform: Evacuation Day write up History biography		Writing to Persuade: Persuasive charity letter Writing to Explain Journey of a Red Blood Cell Writing to inform: Letter to the new Year 6s	

	<p>Writing for a purpose:</p> <p>Letter writing formal (Headteachers for roles and responsibilities)</p>					
SPAG	<p>SPAG Focus:</p> <p><u>Spelling</u> based on phonemes ay, e, ee, i, ie, o</p> <p><u>Word</u> The difference between vocabulary typical of informal speech and formal speech</p> <p>Synonyms and antonyms</p> <p><u>Sentence</u> Use of the passive to affect the presentation of information in a sentence</p> <p>Use of question tags</p> <p>Use of subjunctive forms</p> <p><u>Text</u> Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Layout devices</p> <p><u>Punctuation</u></p>	<p>SPAG Focus:</p> <p>based on phonemes oe, ue, air, or, er, f</p> <p><u>Word</u> The difference between vocabulary typical of informal speech and formal speech</p> <p>Synonyms and antonyms</p> <p><u>Sentence</u> Use of the passive to affect the presentation of information in a sentence</p> <p>Use of question tags</p> <p>Use of subjunctive forms</p> <p><u>Text</u> Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Layout devices</p> <p><u>Punctuation</u> Semi-colon, colon and dash to mark the</p>	<p>SPAG Focus:</p> <p>based on phonemes j, k, l, r, s, t</p> <p><u>Word</u> The difference between vocabulary typical of informal speech and formal speech</p> <p>Synonyms and antonyms</p> <p><u>Sentence</u> Use of the passive to affect the presentation of information in a sentence</p> <p>Use of question tags</p> <p>Use of subjunctive forms</p> <p><u>Text</u> Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Layout devices</p> <p><u>Punctuation</u> Semi-colon, colon and dash to mark the</p>	<p>SPAG Focus:</p> <p>based on phonemes w, z, ch, sh, e, ee</p> <p><u>Word</u> The difference between vocabulary typical of informal speech and formal speech</p> <p>Synonyms and antonyms</p> <p><u>Sentence</u> Use of the passive to affect the presentation of information in a sentence</p> <p>Use of question tags</p> <p>Use of subjunctive forms</p> <p><u>Text</u> Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Layout devices</p> <p><u>Punctuation</u></p>	<p>SPAG Focus:</p> <p>based on phonemes s, sh, revision</p> <p><u>Word</u> The difference between vocabulary typical of informal speech and formal speech</p> <p>Synonyms and antonyms</p> <p><u>Sentence</u> Use of the passive to affect the presentation of information in a sentence</p> <p>Use of question tags</p> <p>Use of subjunctive forms</p> <p><u>Text</u> Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Layout devices</p> <p><u>Punctuation</u> Semi-colon, colon and dash to mark the</p>	<p>SPAG Focus:</p> <p>based on phonemes previously studied and revision</p>

	Semi-colon, colon and dash to mark the boundary between independent clauses Bullet points Hyphens	boundary between independent clauses Bullet points Hyphens	boundary between independent clauses Bullet points Hyphens	Semi-colon, colon and dash to mark the boundary between independent clauses Bullet points Hyphens	boundary between independent clauses Bullet points Hyphens	
Maths	Place Value Four Operations Fractions		Decimals and Percentages Algebra Measurement Ratio Statistics		Geometry : Properties of Shape Consolidation for SATS Consolidation, investigations and transition to KS3 maths	

<p>Science</p>	<p><u>Inheritance and Evolution / Adaptation</u></p> <ul style="list-style-type: none"> • Relate knowledge of plants to studies of evolution and inheritance. • Relate knowledge of plants to studies of all living things. • 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. <p>Moth</p> 	<p><u>Classification</u></p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics. • 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. 	<p><u>Light and Shadow</u></p> <ul style="list-style-type: none"> • Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram. <p>You wouldn't want to live without electricity</p> 	<p><u>Human circulatory system</u></p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. 	<p><u>Human digestive system</u></p> <ul style="list-style-type: none"> • Describe the ways in which nutrients and water are transported within animals, including humans. <p>Function and processes. Impact of lifestyle of our bodies. Transportation of water and nutrients.</p>
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Geography		<p><u>N America</u></p> <ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Describe how locations around the 		<p><u>Biomes</u></p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p>		<p><u>Journeying</u> <u>Contours</u> <u>Map work</u> : compasses, contours, OS symbols</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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		<p>world are changing and explain some of the reasons for change.</p> <ul style="list-style-type: none"> • Describe geographical diversity across the world. 				
History	<p><u>The Tudors</u> Who was the most powerful individual in Tudor England and why?</p> <ul style="list-style-type: none"> • A theme of British history • Describe the exercise of power in sixteenth century England. • Understand a wider view of European history at that time and the impact this had on England. 		<p><u>Conflict</u> How did twentieth century conflict change society?</p> <ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events. • A study of a theme in British history. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 		<p><u>Windrush generation</u> <u>Black History</u> <u>Windrush Scandal:</u> <u>Identifying changes in society and demographics</u></p> <p>How has life today for black British people changed compared to those arriving on the Empire Windrush and those who lived in Britain before?</p> <p>society legacy</p> <p>Use appropriate historical vocabulary to communicate, including. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <ul style="list-style-type: none"> • Use original ways to present information and ideas. <p>Use sources of evidence to deduce</p>	

			<ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 		<p>information about the past.</p> <ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Identify continuity and change in the history of the locality of the school. • Compare some of the times studied with those of the other 	
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					<p>areas of interest around the world.</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	
Art	<p>Drawing</p> <p>Focus Artist: Enam Bosokah</p> <p>Develop Ideas</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>Master Techniques</p> <p><u>Drawing</u></p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p>			<p>Collage & Textiles : Art & Fashion</p> <p>Focus Artist : Vivienne Westwood</p> <p>Develop Ideas</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>Master Techniques</p> <p><u>Collage</u></p> <p>Mix textures (rough and smooth, plain and patterned).</p>	<p>Painting : Surrealism</p> <p>Focus Artist : Salvador Dali</p> <p>Develop Ideas</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>Master Techniques</p> <p><u>Painting</u></p> <p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p>	

	<p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Use lines to represent movement.</p> <p>Taking inspirations from the greats</p> <p>Give details (including own sketches) about the style of some notable artists.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>			<p>Combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques.</p> <p><u>Textiles</u></p> <p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p> <p>Taking inspirations from the greats</p> <p>Give details (including own sketches) about the style of some notable artists.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>	<p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing, based on ideas from other artists.</p> <p>Taking inspirations from the greats</p> <p>Give details (including own sketches) about the style of some notable artists.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>	
DT		<p><u>Stollen</u></p> <p>Food</p> <p>Take inspiration from design throughout history</p> <ul style="list-style-type: none"> • Learn about the origins of stollen, its traditional use and links to christmas. Practical or traditional reasons 	<p><u>Anderson Shelters</u></p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). 	<p><u>Electricity</u></p> <p><u>Circuits</u></p> <p><u>Make a torch</u></p> <p>Electricals and electronics</p>		<p><u>Fiver Challenge</u></p> <p>Emphasis on eco-friendly materials and products.</p> <p>Subject areas vary according to what each team chooses to make. Covering:</p> <p>Food</p>

		<p>for why certain ingredients were used. Taste samples and assess properties.</p> <p>Master Practical Skills</p> <ul style="list-style-type: none"> • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Create and refine recipes, including ingredients, methods, cooking times and temperatures. • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Evaluate and improve recipes assessing ingredients, 	<ul style="list-style-type: none"> • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. <p><u>Wartime cooking</u></p> <ul style="list-style-type: none"> • Demonstrate a range of baking and cooking techniques. 	<p>Master Practical Skills</p> <ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). 		<p>Construction Materials Mechanics Textiles Electricals and electronics</p> <p>Take inspiration from design throughout history</p> <ul style="list-style-type: none"> • Children are self motivated to research their products, comparing them to and being inspired by existing products. <p>Master Practical Skills</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
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		cooking times, practical issues.				Design, make, evaluate and improve <ul style="list-style-type: none"> • Ensure products have a high quality finish, using art skills where appropriate..
Computing	Big data 1 (5 lessons) Identifying how barcodes and QR codes work. Learning how infrared waves are used for the transmission of data while recognising the uses of RFID. Online Safety Life online	Online safety: Year 6 Learning how to navigate the internet in an informed, safe and respectful way.	Bletchley Park (5 lessons) Discovering the history of Bletchley and learning about code breaking and password hacking Online Safety Creating a positive reputation	History of computers (5 lessons) Writing, recording and editing radio plays set during WWII, learning about how computers have evolved. Online Safety Capturing evidence	Programming: Intro to Python (5 lessons) Using the programming language 'Python' to create designs and art. Learning how to create loops and nested loops to make their code more efficient. Online Safety Sharing online	Inventing a product (5 lessons) Designing a product, pupils: evaluate, adapt and debug code to make it suitable for their needs and designing products in CAD and creating a website and video. Online Safety Think before you click

PE	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
	Hockey	Sportshall Athletics	Roundnet	Gymnastics	Athletics	Tag rugby
	<ul style="list-style-type: none"> Led by Guildford hockey to develop team games and hand-eye coordination skills. Physical: dribble, pass, receive, tackle, intercept, run, shoot Social: communication, collaboration, respect, support others Emotional: perseverance, honesty and fair play, determination Thinking: identify areas of strength and areas for development, select and apply, 		<p>•I can communicate with my team and move into space to keep possession and score.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can use them most of the time to play honestly and fairly.</p>	<p>• I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>I can create and perform sequences using compositional devices to improve the quality.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can work collaboratively with others to create a sequence.</p> <p>I understand how to work safely when learning a new skill.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner.</p>	<p>•I can compete within the rules showing fair play and honesty.</p> <p>I can help others to improve their technique using key teaching points.</p> <p>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>I can perform jumps for distance using good technique.</p> <p>I can select and apply the best pace for a running event.</p> <p>I can show accuracy and good technique when throwing for distance.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I use different strategies to</p>	<p>•I can create and use space to help my team.</p> <p>I can pass and receive the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can tag opponents individually and when working within a unit.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths</p>

	decision making, comprehension, reflection		I understand there are different skills for different situations and I am beginning to apply this.		persevere to achieve my personal best.	<p>and areas for development and can suggest ways to improve.</p> <p>OAA : kayaking</p> <ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves.
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						<ul style="list-style-type: none"> • Quickly assess changing conditions and adapt plans to ensure safety comes first.
PSHE	<p>Identity, Society & Equality</p> <p>Human Rights</p> <p>Pupils learn: about people who have moved to Leeds from other places, (including the experience of refugees) about human rights and the UN Convention on the Rights of the Child about homelessness</p>	<p>RSE – Christopher Winter</p> <p>Puberty, relationships and reproduction</p> <p>Pupils learn: To consider puberty and reproduction. Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence.</p> <p>Exploring the importance of communication and respect in relationships. Explain differences between healthy and unhealthy relationships. Know that communication and permission seeking are important.</p> <p>To consider different ways people might start a family. Describe the decisions that have to be made before having children. Know some basic facts about conception and pregnancy.</p> <p>To explore positive and negative ways of communicating in a relationship. To have</p>	<p>Mental Health & Wellbeing</p> <p>Healthy minds</p> <p>Pupils learn: what mental health is about what can affect mental health and some ways of dealing with this that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. about some everyday ways to look after mental health about the stigma and discrimination that can surround mental health the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>Drug, Alcohol and Tobacco Education</p> <p>Weighing up risk</p> <p>Pupils learn: about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs about assessing the level of risk in different situations involving drug use about ways to manage risk in situations involving drug use the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>Keeping Safe & Managing Risk</p> <p>Keeping Safe – out and about</p> <p>Pupils learn: about feelings of being out and about in the local area with increasing independence about recognising and responding to peer pressure about the consequences of anti-social behaviour (including gangs and gang related behaviour) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	<p>Transition to secondary school</p> <p>Managing Change</p>

		considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong.				
Music	<p>Body Percussion Tribal Fusion - learn how to co-ordinate to create a soundscape.</p> <p>Perform solos or as part of an ensemble Create rhythmic patterns with an awareness of timbre and duration. Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> ● pitch ● dynamics ● tempo ● timbre 	<p>Hey Mr Miller Y6T1</p> <ul style="list-style-type: none"> ● Swing Music ● Syncopation ● Big band ● Scat singing ● Historical context WWII 	<p>Composing for Protest! Create their own song lyrics.</p> <p>Fit their lyrics to a pulse, creating a chant.</p> <p>Write a melody and sing it.</p> <p>Structure their ideas into a complete song.</p>	<p>You to Me are Everything Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p>Learn some simple choreography to accompany a disco song.</p> <p>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</p>	<ul style="list-style-type: none"> ● Music Technology – ipad Garage Band ● ● Twinkle Variations ● Create variations using a wide variety of composing techniques. ● ● Improvise on top of a repeating bassline. ● ● Decipher a graphic score ● Play <i>Twinkle, Twinkle Little Star</i> 	<p>Exploring Identity through Song</p> <p>Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</p> <p>Understand different ways that rhymes work in songs.</p> <p>Identify different elements of a song's structure.</p> <p>Understand the concept of identity and how you can express that in songs.</p> <p>Race! Create an accompaniment.</p>

	<ul style="list-style-type: none"> • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. 					<p>Create an extended melody with four distinct phrases.</p> <p>Experiment with harmony.</p> <p>Structure ideas into a full soundtrack.</p>
RE	<p>The Trinity: How is God three - and yet One?</p> <p>To explore the Christian concept of the Trinity and to give pupils opportunity to investigate the different symbolism and characteristics associated with each Person of the Trinity, especially through the account of Jesus' baptism. Pupils might be able to make connections / comparisons between the concept of the Trinity and other religions' views of God.</p>	<p>What do Christians believe about the Messiah - and why is it good news?</p>	<p>For Christians what difference does it make to belong to God's kingdom?</p>	<p>Judaism—What does it mean to be part of a Synagogue community?</p>	<p>What is the 'Buddhist way of life'?</p> <p>To introduce pupils to the principal beliefs and practices of Buddhism. This is a key unit to prepare pupils for KS3, where they will further develop their understanding of Buddhism as a non-theistic religion (with no god).</p>	<p>Who am I and where do I belong?</p>

Forest School/ Outdoor Learning	Journeying Leaf ID charts Weekly outdoor Forest School learning opportunities built into the curriculum	Survival skills Weekly outdoor Forest School learning opportunities built into the curriculum	Planting Weekly outdoor Forest School learning opportunities built into the curriculum	 Weekly outdoor Forest School learning opportunities built into the curriculum	Journeying Leaf ID charts Weekly outdoor Forest School learning opportunities built into the curriculum	Team games Outdoor activities as part of residential Weekly outdoor Forest School learning opportunities built into the curriculum