



LKS2 Activity Pack				
Subject	Activity	National Curriculum Links	Resource location	Further ideas/Activities
Science	Parts of a tree- Labelling the parts of a tree and describing their functions.	<p>Year 3 programme of study Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	PMBB	<p>Leaf Slides - Learning through Landscapes (Itl.org.uk)</p> <p>Outdoor Lessons Parts of a Plant Learning through Landscapes (Itl.org.uk)</p> <p>Seed dispersal types LtL</p> <p>Poetree Learning through Landscapes (Itl.org.uk)</p> <p>Learning About Trees Devon Wildlife Trust</p>
	The woodland habitat. How can we protect habitats?	<p>Year 4 programme of study Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things 	PMBB	<p>Types of Woodland Habitats - Woodland Trust</p> <p>Wildlife Corridor Game Outdoor Lesson Idea by Learning through Landscapes (Itl.org.uk)</p> <p>Wilder Schools Somerset Wildlife Trust</p> <p>How a forest looks and feels pre-visit resource Forestry England</p> <p>Forest senses pre-visit resource Forestry England</p>
	Parts of a pine marten - How has it adapted to its environment?	<p>Revision of Year 2 programme of study Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Year 4 programme of study Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	PMBB	<p>Outdoor Lessons Create a Critter Learning through Landscapes (Itl.org.uk)</p>



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	<p>Pine marten food chain – Template provided</p>	<p>Year 4 programme of study Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>PMBB</p>	<p>Interdependence in Food Webs Outdoor Lesson Idea by Learning through Landscapes (Itl.org.uk)</p> <p>Outdoor Lessons Camouflage Caterpillars Learning through Landscapes (Itl.org.uk)</p> <p>Education Pack: Food Chains STEM</p> <p>Web of Wildlife STEM</p> <p>Dinner at the Reef: Food Chains (Age 7 to 11) STEM</p>
	<p>Prints and poo</p>	<p>Year 3 programme of study Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat <p>Year 4 programme of study Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<p>PMBB</p>	<p>Poo Dunit Wildlife Watch</p> <p>Animal Tracks - Prints and Poo ID for Kids - Woodland Trust</p> <p>Outdoor Lessons Animal Track Trap Learning through Landscapes (Itl.org.uk)</p>
	<p>ID Sheets for trees & woodland spotter sheets</p>	<p>Year 4 programme of study Living things and their habitats Notes and guidance (non-statutory) Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals;</p>	<p>Woodland Trust The Wildlife Trust – Wildlife Watch</p>	<p>How To Identify Bird Egg Shells - Woodland Trust</p> <p>Outdoor Lessons Forest Bathing Learning through Landscapes (Itl.org.uk)</p> <p>Natural Nations - Learning through Landscapes (Itl.org.uk)</p> <p>Blindfolded Exploring - Learning through Landscapes (Itl.org.uk)</p> <p>Exmoor - The Moorland Classroom (exmoor-nationalpark.gov.uk)</p> <p>What to take to the forest pre-visit resource: KS2 Forestry England</p> <p>Wildlife spotter guide activity sheet Forestry England</p>



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				Minibeasts Devon Wildlife Trust
	Predators and Prey Game	Year 4 programme of study Animals, including humans Pupils should be taught to: <ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey 	PMBB	What is a food chain? - BBC Bitesize STEM
	Quiz	This is a review of all of the NC links taught throughout the activities.	PMBB	Deer True or False activity Forestry England Bluebells True or False activity Forestry England
<u>English</u>	Pine marten non-fiction comprehension fact sheet with questions	Years 3 and 4 programme of study They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. Reading comprehension -Statutory requirements Pupils should be taught to: <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read 	PMBB	Blog Wildlife Watch Wildlife Explorer Wildlife Watch https://www.letterstotheearth.com/
	Woodlands non-fiction comprehension fact sheet and questions	Years 3 and 4 programme of study They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. Reading comprehension -Statutory requirements Pupils should be taught to: <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read 	PMBB	20 Books for Woodland Learning - Royal Forestry Society (rfs.org.uk) PMBB - List of recommendations Woodland Wildlife Watch
	Pine marten vocabulary and word list for non-fiction writing	Years 3 and 4 programme of study Writing composition -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	PMBB	How to make a Nature Journal Devon Wildlife Trust
	How to protect our woodlands - Persuasive writing/posters	Years 3 and 4 programme of study Writing composition Pupils should be taught to: <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings Notes and guidance (non-statutory)	PMBB	Descriptive Alliteration Poems Learning through Landscapes (ltl.org.uk) Poetree Learning through Landscapes (ltl.org.uk) Exmoor - Free Posters etc (exmoor-nationalpark.gov.uk)



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		Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description		
Art/DT	Build an insect hotel- Pupils could go onto design their own insect hotel using the 'Design, Make, Evaluate' process.	<p>DT Key stage 2 When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	TWT -Wildlife Watch	BAT-BOX-2016-RGB.jpg (3508x2480) (wildlifewatch.org.uk) How to make mini pond Wildlife Watch HEDGEHOG-HIGHWAY-RGB.jpg (3508x2480)(wildlifewatch.org.uk)
	How to draw a pine marten- Power Point/Worksheet	<p>Art Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design <p>Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	PMBB	Natural materials - forest art lesson plan Forestry England NATURE-MANDALA-RGB.jpg (3508x2480)(wildlifewatch.org.uk)
	How to make a pine marten mask.	<p>DT Key stage 2 When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p>	PMBB	KS2-Designing for sustainability and the environment STEM WT-PINECONE-CREATURES-RGB.jpg (3508x2480)(wildlifewatch.org.uk) MAKE-A-DRAGONFLY-RGB.jpg (3508x2480)(wildlifewatch.org.uk)



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	<p>How to make a finger puppet or sock puppet.</p>	<p>DT Key stage 2 When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>PMBB</p>	WT-EGG-CARTON-CRAB-RGB.jpg (3508x2480)(wildlifewatch.org.uk) KS2-Textiles STEM