



outdoor-Ed (urriculum





## What are we going to learn? Science

- Describe how living things are classified into broad groups according to common observable characteristics and cast d on similarities and differences, including microorganisms, plants and adjuides. Give reasons for classifying plants and animals based on specific characteristics
- Use a classification k y
- -Recognise the living things have changed over time and that fossils provide information about living that inhabited the Earth millions of years ago
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### **Key Vocabulary:**

▶ Suited, adapted, environment, inherited, species, fossils Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, nonflowering





## YEAR 6



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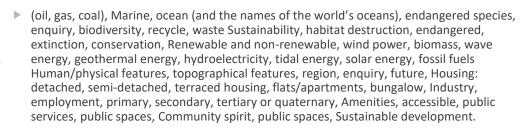




## What are we going to learn? Geography

- use the eight points of a compass, synthesis and keys to build their knowledge of the UK and the wider world
- use fieldwork to observe, neasure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- use maps, atlase and globes to locate countries and describe features studied
- Learn geo graphical skills and fieldwork: use maps and symbols to build their knowledge of the

#### **Key Vocabulary:**



**SPRING 2** 



# YEAR 6



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### What are we goi go to learn? PSHE

- I am motivated to care for my physical an emotional health
- I understand why it is important to stretch the boundaries of my current learning \* I can set success criteria so the I k. cv whether I have reached my goal
- I can identify my goals or this year, understand my fears and worries about the future and know how to ax reset them
- ► I know that (it Kimportant to look after my mental health \* I know how to take care of my mental health
- ► I all aware of the importance of positive self-esteem and what I can do to develop it

#### **Key Vocabulary:**

Self-image, self-esteem, real self,, opportunities Responsibility, choice, prevention,, motivation, Mental health, ashamed, stigma, stress, anxiety, support, worried, signs, warning, goals, worries, fears, value, welcome, choice Dream, hope, goal, learning, strength, stretch, achievement, personal realistic, unrealistic, feeling, success



### **SPRING 2**





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## What are we going to earn? Sustainable Development Goals











- Enture he lthy lives and promote well-being for all ages.
- > Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- > Achieve gender equality and empower all women and girls
- > Take urgent action to combat climate change and its impacts
- Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage <u>forests</u>, combat <u>desertification</u>, and halt and reverse <u>land degradation</u> and halt biodiversity loss

### **SPRING 2**