Term	Unit	Curriculum statement
Autumn 1	Wild Artisit - Inspired by Andy Goldsworthy and British Environmental Artists	**Demonstrate an understanding of environmental art and artists** (Learners will investigate the work and ethos of British environmental artists (e.g., Andy Goldsworthy, Tim Knowles, Antony Gormley), exploring how artists use natural and found materials to respond to the landscape and highlight environmental themes.)
		Reflect on the impermanence and sustainability of materials and artwork (Learners will consider the environmental impact of using natural and found materials in their art.thinking about sustainability and their own relationship with the natural world.)
3		**Express personal or collective ideas about nature and the environment.** (Learners will communicate emotional, cultural, or environmental responses to the natural world through wild art. They may create artworks such as masks, puppets, dreamcatchers, or collaborative pieces like "Talking to the Earth" that explore identity, place, or ecological issues.)

		Apply scientific observation and recording techniques in a creative context. (Learners will explore and interpret patterns, textures, and processes in the natural world (e.g., leaf symmetry, erosion, the water cycle) through visual art, combining scientific observation with imaginative expression.)
		Understand and apply key artistic concepts through natural materials. (Learners will use found and organic materials to explore colour, pattern, texture, shape, and space, understanding how these visual elements appear in nature and how they can be used to construct expressive and meaningful artworks.
		Develop creative thinking and problem-solving skills. (Learners will plan, experiment, and adapt as they design and construct outdoor sculptures or artworks. They will develop resilience, flexibility, and creativity while working with unpredictable and changing natural materials.

		Document and evaluate their creative process and outcomes. (Learners will record their ideas and outcomes using photography, sketching, or digital media. They will evaluate their work, reflect on how well it communicates their intentions, and consider how the artwork interacts with the landscape.
Autumn 2	Outdoor Mapmakers To develop geographical skills in map reading, fieldwork, and spatial awareness. To explore the creative side of maps through design, symbols, and visual communication. To encourage problem-solving and teamwork through navigation and orientation	Understand that maps are *representations* of real places.
		Learners can estimate and record distances to scale.
		Learners can use a compass to orient themselves and maps.

		Learners explore design and representation in a collaborative map
		Understand and apply contour lines/perspective in mapping.
		Learners apply navigation skills in a practical challenge.
		Final map project presented. Reflection on accuracy + creativity.

Spring 1	Soundscapes in Nature:	I can identify and describe different natural sounds
		I can understand the science of sound in nature
		I can record and represent soundscapes using notation and/or graphic symbols

		I can experiment with creating soundscapes using natural and found materials
		I can work as part of a team to create expression through collaborative performance
		I can reflect on the role of sound in ecology and culture

Spring 2	*Sunflowers, Peas & Pollination*	Understanding Plant Growth I can describe what plants need to grow (light, water, soil, space) and explain how sunflowers and peas develop from seeds.
		Observing Life Cycles I can observe, record, and explain the life cycle of a flowering plant, from seed germination to flowering and seed production.
		Investigating Pollination I can explain the role of insects, wind, and people in pollination, and show how pollen moves between plants to help them produce seeds.
		Exploring Plant–Animal Interdependence I can describe how plants (like sunflowers and peas) provide food and shelter for pollinators, and how pollinators help plants survive.
		Valuing Sustainability & Care for Nature I can reflect on why growing plants is important for people, wildlife, and the environment, and suggest ways to look after our plants responsibly.
Summer 1	Getting to Know Your Trees.	Shape – Observation & Identification I can observe the shape of leaves and tree profiles and use them to tell different species apart.
		Surface – Texture & Touch I can explore and describe the different textures of bark, twigs, and leaves using my sense of touch.

		Scent – Smell & Memory I can recognise and compare the scents of leaves or bark and explain how smell helps with identification.
		Investigating Tree Size I can measure and estimate the height, age, or girth of a tree using simple mathematical techniques.
		Creative Connection I can use drawing, rubbings, sculpture, or poetry to express what makes each tree unique.
Summer 2	Animal Homes	Identify what animals need from their homes. I can explain the features of a good animal home (shelter, warmth, food, water, air).

		Compare different natural materials for building homes. I can test and describe the properties of natural materials (e.g., sticks, leaves, moss) for strength, insulation, and protection.
		Design and create a model animal home. I can design and build a shelter for a chosen animal using clay and natural materials, showing creativity and problem-solving.

		Investigate and test thermal insulation. I can test how well different animal homes keep warmth inside by measuring temperature changes with "animal" bottles of hot water.
		Work collaboratively to build and evaluate. I can work with my group to build an animal home and explain why we chose certain materials and locations.

		Explore local biodiversity through mini-beast hunting. I can investigate trees, bark, logs and leaves to discover which mini-beasts live there and explain why those places are good habitats.

Vocabulary	Cross Curricular links
Environmental art Land art Site-specific Installation Context Ethos Response Material Andy Goldsworthy Tim Knowles Antony Gormle	**Art & Design**: *"Produce creative work, exploring their ideas and recording their experiences.* **Design & Technology**: *"Use research and exploration... to identify and solve their own design problems."* **Outdoor Learning**: Promotes resilience, adaptability, and working with unpredictable materials/environments.
Temporary Decompose Sustainable Biodegradable Environmental impact Natural cycles Permanence Eco-conscious	**Art & Design**: *"Become proficient in handling different materials and techniques to increase their awareness of the visual and tactile elements of art."* **Science**: *"Recognise and describe patterns in nature."*
Expression Symbolism Collaboration Interpretation Theme Narrative Identity Perspective Connection to place Voice	**Art & Design**: *Evaluate and analyse creative works using the language of art.* **English (Speaking & Listening)**: Supports pupils to *articulate and justify answers, arguments and opinions.* **PSHE**: Encourages *self-expression, identity, and values* through art and nature.

Observation Pattern Symmetry Texture form cycle Water cycle Ecosystem Process Representation	**Science**: *Pupils should be taught to make and record accurate observations, and identify patterns and changes.* **Geography**: *Use fieldwork to observe, measure, record and present the human and physical features in the local area.* **Art & Design**: Encourages observation and sketching from natural forms.
Colour Shape Line Form Pattern Contrast Composition Balance Texture Space	**Art & Design**: *Become proficient in handling different materials and techniques to increase their awareness of the visual and tactile elements of art.* **Science**: *Recognise and describe patterns in nature.* **Geography** *physical processes and how they affect the landscape.*
Creativity Experimentation Innovation Flexibility Adaptation Challenge Process Design Solution Resourceful	**Design & Technology**: *Understand the impact of their work on the environment and how to use materials sustainably.* **Science**: *Consider the environmental implications of material use.* **Citizenship/PSHE**: Encourages *environmental responsibility and ethical awareness .*

Documentation Photography Sketchbook Digital media Evaluation Feedback Intent Reflection Process Presentation	**Art & Design**: *Evaluate and analyse creative works using the language of art, craft and design* . **Computing**: If using digital photography/media: *Use technology to collect, analyse, evaluate and present data and information.* **English**: *Write clearly, accurately and coherently, adapting their language and style.*
Map, symbol, scale, representation, key.	**Geography:** Fieldwork, map reading, compass skills. **Maths:** Scale, proportion, measurement. **Art & Design:** Symbol-making, creative representation, design skills. **PE/Outdoor Ed:** Orienteering, teamwork, problem-solving.
Scale, measurement, ratio, proportion, acc	**Geography:** Fieldwork, map reading, compass skills. **Maths:** Scale, proportion, measurement. **Art & Design:** Symbol-making, creative representation, design skills. **PE/Outdoor Ed:** Orienteering, teamwork, problem-solving.
Compass, orientation, direction, bearing, navigation.	**Geography:** Fieldwork, map reading, compass skills. **Maths:** Scale, proportion, measurement. **Art & Design:** Symbol-making, creative representation, design skills. **PE/Outdoor Ed:** Orienteering, teamwork, problem-solving.

Cartography, design, representation, creativity, symbol.	**Geography:** Fieldwork, map reading, compass skills. **Maths:** Scale, proportion, measurement. **Art & Design:** Symbol-making, creative representation, design skills. **PE/Outdoor Ed:** Orienteering, teamwork, problem-solving.
Contour, elevation, perspective, topography, landscape.	**Geography:** Fieldwork, map reading, compass skills. **Maths:** Scale, proportion, measurement. **Art & Design:** Symbol-making, creative representation, design skills. **PE/Outdoor Ed:** Orienteering, teamwork, problem-solving.
Grid reference, checkpoint, navigation, accuracy, teamwork.	**Geography:** Fieldwork, map reading, compass skills. **Maths:** Scale, proportion, measurement. **Art & Design:** Symbol-making, creative representation, design skills. **PE/Outdoor Ed:** Orienteering, teamwork, problem-solving.
Presentation, interpretation, creativity, accuracy, evaluation.	**Geography:** Fieldwork, map reading, compass skills. **Maths:** Scale, proportion, measurement. **Art & Design:** Symbol-making, creative representation, design skills. **PE/Outdoor Ed:** Orienteering, teamwork, problem-solving.

sound, pitch, dynamics, rhythm, tempo, timbre, silence, natural, human-made, environment, soundscape, listening.	Music – developing listening skills, describing pitch/dynamics/timbre. English – using descriptive vocabulary, figurative language for sound. Drama – sound awareness for performance and atmosphere. PSHE – mindfulness through active listening to the environment
vibration, sound wave, frequency, amplitude, echo, resonance, travel, medium (air/water/solid), communication, bird song, ecosystem.	waves, frequency, amplitude, echoes. Geography – soundscapes of different environments (urban vs rural). Maths – measuring frequency, patterns, sound data (graphs/charts). PE – understanding the role of sound in movement and spatial awareness.
notation, graphic score, rhythm grid, symbol, representation, pulse, beat, duration, pattern, recording.	rhythm grids. Art – visual representation of sounds through symbols/marks. ICT – sound recording, digital editing, audio representation. Maths – recognising patterns, sequences, ratios (beats and rhythms).

timbre, texture, resonance, percussion, improvisation, ostinato (repeated pattern), rhythm, experiment, natural materials, mimic.	Design & Technology – creating instruments, experimenting with materials. Science – testing properties of materials (resonance, density, vibration). Geography – linking natural resources and landscapes to cultural sound traditions. Art – creative use of natural objects for expression.
soundscape, layering, ensemble, collaboration, performance, composition, harmony, contrast, structure, teamwork.	Music – ensemble skills, composition, performance. Drama – using sound to enhance storytelling/atmosphere. PSHE / Citizenship – teamwork, collaboration, respect for others' contributions.
ecology, biodiversity, environment, culture, symbolism, connection, perspective, interpretation, reflection, evaluation.	Geography – ecosystems, biodiversity, soundscapes of different habitats. Science (Biology) – studying bird songs, communication in ecosystems. RE / Philosophy – spiritual and cultural connections to sound and nature. English – reflective writing, poetry inspired by soundscapes. Art – interpreting sound through visual art (abstract representations).

germination, soil, nutrients, sunlight, roots, stem.	Curriculum link: Science – Plants, Living Things & Their Habitats
seedling, shoot, leaves, growth, development.	Science – Life cycles of plants
pollen, stamen, pistil, pollinator, transfer, fertilisation.	Reproduction in plants
interdependence, ecosystem, habitat, nectar, biodiversity.	Science – Interdependence & ecosystems
sustainability, harvest, food source, environment, responsibility.	PSHE / Science – Sustainability & environmental responsibility
leaf, shape, profile, outline, symmetry, edge, species, identify.	Science – identifying plants; Art – observational drawing; Maths – recognising 2D/3D shapes and symmetry)
bark, twig, rough, smooth, bumpy, flaky, veins, texture, trunk	Science – grouping materials; English – descriptive language; PSHE – sensory awareness

scent, smell, fragrance, rustle, whisper, creak, bird song, soundscape, atmosphere.	Science – plant functions; Languages – describing scents in English or another language; PSHE – sensory awareness
measure, height, girth, diameter, estimate, age, growth, scale, compare.	Maths – measuring, estimating, comparing; Science – growth and life cycles
art, pattern, rubbings, form, collage, expression, sculpture, personification.	Art – texture, form, pattern; English – figurative language; PSHE – wellbeing and connection to nature
shelter, warmth, food, water, air, habitat, survival	Science: Habitats, materials, animal survival, thermal properties. Technology/DT: Designing and constructing models. Maths: Measuring temperature, estimating, recording results. Art: Creating clay animals and natural shelters. Literacy: Story links (A House is Built at Pooh Corner, Do Lions Live on Lily Pads?), descriptive writing about homes. SEE OTHER TEXT LIST FOR OLDER READERS

natural materials, insulation, strong, weak, dry, absorbent, waterproof, properties	Science: Habitats, materials, animal survival, thermal properties. Technology/DT: Designing and constructing models. Maths: Measuring temperature, estimating, recording results. Art: Creating clay animals and natural shelters. Literacy: Story links (A House is Built at Pooh Corner, Do Lions Live on Lily Pads?), descriptive writing about homes.
design, model, structure, join, build, stability, shelter	Science: Habitats, materials, animal survival, thermal properties. Technology/DT: Designing and constructing models. Maths: Measuring temperature, estimating, recording results. Art: Creating clay animals and natural shelters. Literacy: Story links (A House is Built at Pooh Corner, Do Lions Live on Lily Pads?), descriptive writing about homes.

temperature, insulation, warm, cool, measure, test, fair test, results	Science: Habitats, materials, animal survival, thermal properties. Technology/DT: Designing and constructing models. Maths: Measuring temperature, estimating, recording results. Art: Creating clay animals and natural shelters. Literacy: Story links (A House is Built at Pooh Corner, Do Lions Live on Lily Pads?), descriptive writing about homes.
collaborate, teamwork, decision, evaluate, discuss, improve	Science: Habitats, materials, animal survival, thermal properties. Technology/DT: Designing and constructing models. Maths: Measuring temperature, estimating, recording results. Art: Creating clay animals and natural shelters. Literacy: Story links (A House is Built at Pooh Corner, Do Lions Live on Lily Pads?), descriptive writing about homes.

minibeast, habitat, biodiversity, species, compare, observe, record	Science: Habitats, materials, animal survival, thermal properties. Technology/DT: Designing and constructing models. Maths: Measuring temperature, estimating, recording results. Art: Creating clay animals and natural shelters. Literacy: Story links (A House is Built at Pooh Corner, Do Lions Live on Lily Pads?), descriptive writing about homes.