

Our Education Ranger led sessions have been tailored to be relevant to national curriculum targets. This document details links for each key stage.

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## Habitats and animal homes

<p>Key Stage 1 Science</p>	<ul style="list-style-type: none"> <li>• observing closely, using simple equipment</li> <li>• identifying and classifying</li> <li>• identify and name a variety of common wild plants</li> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> <li>• find out about and describe the basic needs of animals for survival (water, food and air)</li> </ul>
<p>Lower KS2 Science</p>	<ul style="list-style-type: none"> <li>• gather, record, classify</li> <li>• record findings using simple scientific language, drawings, labelled diagrams, keys</li> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> <li>• interpret a variety of food chains, identifying producers, predators and prey</li> </ul>
<p>Upper KS2 Science</p>	<ul style="list-style-type: none"> <li>• record data and results of increasing complexity using scientific diagrams and labels, classification keys</li> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>• give reasons for classifying plants and animals based on specific characteristics</li> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals</li> </ul>

## Mini beast safari

KS1 Science	<ul style="list-style-type: none"><li>• ask simple questions and recognise that they can be answered in different ways</li><li>• use their observations and ideas to suggest answers to questions</li><li>• observe closely, using simple equipment</li><li>• identify and classify</li><li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li><li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>• 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</li><li>• identify and name a variety of animals in their habitats, including micro-habitats</li><li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li><li>• find out about and describe the basic needs of animals for survival (water, food and air)</li></ul>
Lower KS2 Science	<ul style="list-style-type: none"><li>• gather, record, classify</li><li>• record findings using simple scientific language, drawings, labelled diagrams, keys</li><li>• recognise that living things can be grouped in a variety of ways</li><li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li></ul>
Upper KS2 Science	<ul style="list-style-type: none"><li>• record data and results of increasing complexity using scientific diagrams and labels, classification keys</li><li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including animals</li><li>• give reasons for classifying animals based on specific characteristics</li></ul>

## Nature's recyclers

KS1 Science	<ul style="list-style-type: none"> <li>• ask simple questions and recognising that they can be answered in different ways</li> <li>• observe closely</li> <li>• use simple equipment</li> <li>• identify and classify</li> <li>• use their observations and ideas to suggest answers to questions</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• find out about and describe the basic needs of animals for survival (water, food and air)</li> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>
Lower KS2 Science	<ul style="list-style-type: none"> <li>• gather, record, classify</li> <li>• record findings using simple scientific language, drawings, labelled diagrams, keys</li> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> <li>• identify that some other animals have skeletons</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>
Upper KS2 Science	<ul style="list-style-type: none"> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys</li> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>• give reasons for classifying plants and animals based on specific characteristics</li> </ul>

### **Orienteering, map skills and Ranger Rex**

KS1 Geography	<ul style="list-style-type: none"><li>• use basic geographical vocabulary to refer to key physical and human features</li><li>• use simple compass directions (North, South, East and West) and locational and directional language - for example, near and far; left and right, to describe the location of features and routes on a map</li><li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li></ul>
KS1 Mathematics	<ul style="list-style-type: none"><li>• solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions</li></ul>
KS2 Geography	<ul style="list-style-type: none"><li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li></ul>

## Pond dipping

<p>KS1 Science</p>	<ul style="list-style-type: none"> <li>• observe closely, using simple equipment</li> <li>• identify and classify</li> <li>• identify and name a variety of common animals including fish and amphibians</li> <li>• describe and compare the structure of a variety of common animals including fish and amphibians</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• 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</li> <li>• identify and name a variety of animals in their habitats, including micro-habitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> <li>• find out about and describe the basic needs of animals for survival (water, food and air)</li> </ul>
<p>Lower KS2 Science</p>	<ul style="list-style-type: none"> <li>• gather, record, classify</li> <li>• record findings using simple scientific language, drawings, labelled diagrams, keys</li> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• interpret a variety of food chains, identifying producers, predators and prey</li> </ul>
<p>Upper KS2 Science</p>	<ul style="list-style-type: none"> <li>• record data and results of increasing complexity using scientific diagrams and labels, classification keys</li> <li>• give reasons for classifying animals based on specific characteristics</li> <li>• describe the differences in the life cycles of amphibians and insects</li> <li>• describe the life process of reproduction in some animals</li> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including animals</li> <li>• give reasons for classifying animals based on specific characteristics</li> <li>• identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>

### River detectives water studies

KS1 Geography	<ul style="list-style-type: none"><li>• use basic geographical vocabulary to refer to key physical and human features</li><li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li><li>• use simple fieldwork and observational skills to study the geography of (a local environment) and the key human and physical features</li></ul>
KS1 Science	<ul style="list-style-type: none"><li>• identify and name a variety of everyday materials, including water and rock</li></ul>
KS1 History	<ul style="list-style-type: none"><li>• significant historical places in their own locality</li></ul>
KS2 History	<ul style="list-style-type: none"><li>• a study over time tracing how several aspects of national history are reflected in the locality</li></ul>
Lower KS2 Science	<ul style="list-style-type: none"><li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li><li>• recognise that soils are made from rocks and organic matter</li><li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li></ul>
Upper KS2 Science	<ul style="list-style-type: none"><li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li><li>• identify the effects of water resistance</li><li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li></ul>

## Rocks and fossils

KS1 Science	<ul style="list-style-type: none"> <li>• observe closely, using simple equipment</li> <li>• identify and classify</li> <li>• identify and name a variety of everyday materials, including rock</li> <li>• describe the simple physical properties of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> <li>• find out how the shapes of solid objects made from some materials can be changed</li> </ul>
Lower KS2 Science	<ul style="list-style-type: none"> <li>• gather, record, classify</li> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter</li> <li>• observe that some materials change state when they are heated</li> </ul>
Upper KS2 Science	<ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> </ul>
KS1 Geography	<ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to physical and human features</li> <li>• understand the processes that give rise to key physical geographical features and how they change over time</li> <li>• use simple fieldwork and observational skills to study the geography and physical features of their surrounding environment</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>
KS2 Geography	<ul style="list-style-type: none"> <li>• Name key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• describe and understand key aspects of physical and human geography</li> </ul>



### Sensory explorers and scavenger hunt

KS1 Science	<ul style="list-style-type: none"><li>• Ask simple questions and recognise that they can be answered in different ways</li><li>• observe closely</li><li>• identify and classify</li><li>• use their observations and ideas to suggest answers to questions</li><li>• identify and name a variety of common wild plants, including deciduous and evergreen trees</li><li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li><li>• distinguish between an object and the material from which it is made</li><li>• observe changes across the four seasons</li></ul>
Lower KS2 Science	<ul style="list-style-type: none"><li>• ask relevant questions</li><li>• make systematic and careful observations</li><li>• identify differences, similarities or changes related to simple scientific ideas and processes</li><li>• gather, record, classify</li><li>• recognise that living things can be grouped in a variety of ways</li><li>• recognise that environments can change and that this can sometimes pose dangers to living things</li></ul>
Upper KS2 Science	<ul style="list-style-type: none"><li>• recognise that sounds get fainter as the distance from the sound source increases</li><li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li></ul>

## Stone Age

KS1 History	<ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally</li> </ul>
KS2 History	<ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> </ul>
KS1 Science	<ul style="list-style-type: none"> <li>• identify and name a variety of common wild plants</li> <li>• identify and name a variety of plants in their habitats</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• identify and compare the suitability of a variety of everyday materials, including wood and rock for particular uses</li> </ul>
Lower KS2 Science	<ul style="list-style-type: none"> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
Lower KS2 Science	<ul style="list-style-type: none"> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>
KS1 PSHE	<ul style="list-style-type: none"> <li>• to listen to other people, and play and work cooperatively</li> <li>• meet and talk with people</li> <li>• develop relationships through work and play</li> </ul>
KS2 PSHE	<ul style="list-style-type: none"> <li>• that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>• meet and talk with people – for example, people who work in the neighbourhood</li> <li>• develop relationships through work and play</li> </ul>

## Survival skills

KS1 Science	<ul style="list-style-type: none"> <li>• identify and name a variety of common wild plants</li> <li>• identify and name a variety of plants in their habitats</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>
Lower KS2 Science	<ul style="list-style-type: none"> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
KS1 Geography	<ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language</li> <li>• for example, near and far, left and right, to describe the location of features and routes on a map</li> </ul>
KS1 PSHE	<ul style="list-style-type: none"> <li>• to listen to other people, and play and work cooperatively</li> <li>• meet and talk with people</li> <li>• develop relationships through work and play</li> </ul>
KS2 PHSE	<ul style="list-style-type: none"> <li>• that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>• meet and talk with people – for example, people who work in the neighbourhood</li> <li>• develop relationships through work and play</li> </ul>

## Team building

English (spoken language years 1 to 6)	<ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li></ul>
KS1 MATHEMATICS	<ul style="list-style-type: none"><li>• solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions</li></ul>
KS1 PSHE	<ul style="list-style-type: none"><li>• to listen to other people, and play and work cooperatively</li><li>• meet and talk with people</li><li>• develop relationships through work and play</li></ul>
KS2 PSHE	<ul style="list-style-type: none"><li>• that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li><li>• meet and talk with people – for example, people who work in the neighbourhood</li><li>• develop relationships through work and play</li></ul>

## World of plants

KS1 Science	<ul style="list-style-type: none"> <li>• ask simple questions and recognising that they can be answered in different ways</li> <li>• observe closely</li> <li>• identify and classify</li> <li>• use their observations and ideas to suggest answers to questions</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>• identify and name a variety of common wild plants, including deciduous and evergreen trees</li> <li>• distinguish between an object and the material from which it is made</li> <li>• observe changes across the four seasons</li> <li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• describe how animals obtain their food from plants</li> </ul>
Lower KS2 Science	<ul style="list-style-type: none"> <li>• ask relevant questions</li> <li>• make systematic and careful observations</li> <li>• identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>• gather, record, classify</li> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
Upper KS2 Science	<ul style="list-style-type: none"> <li>• describe the life process of reproduction in some plants</li> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms and plants</li> </ul>