



Milton Mount Primary School

Forest School Progression Document

EYFS, Key Stage 1 & Key Stage 2

Progression Forest Schools

Intent

Forest Schools is a unique method of outdoor learning. It encourages and inspires individuals of any age through positive outdoor experiences.

At Milton Mount, all of our children go into our woodland on a regular basis; in a variety of weather conditions and across the year. Throughout these sessions, children are given the opportunity to take part in a range of activities that encourage them to appreciate the natural environment, other's strengths and themselves as learners. Through practical tasks, children are taught how to handle risks, work collaboratively, solve problems and use their own initiative. Children learn the importance of clear boundaries both physically and emotionally. They are given space to explore their environment, and to develop their independence and imagination as well as taking part in more adult initiated tasks. We also introduce other elements of outdoor learning into our curriculum so that our children can develop other curriculum areas outside such as Science, History, Geography, DT and Art.

Forest Schools Curriculum Map

Year 1	First Six Weeks	Second Six Weeks
	<ul style="list-style-type: none">* play game to familiarise themselves with woods and rules* make clay people on trees* read 'Stickman' and then go and find own stickmen in the woods* make bird feeders by threading cheerios onto a string* make magic wands from sticks and decorate with wool* go on a nature hunt (Autumn or Spring) (science - identify and describe the basic structure of a variety of common flowering plants, including trees - leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem)* saw a name tag and decorate it (dt – use tools)* learn the names of and identify common trees found in the school grounds (science - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees)	<ul style="list-style-type: none">* learn about the seasons (geography – identify seasonal weather patterns in the UK) (science - observe changes across the four seasons)* learn how to build a fire and light it using fire steels* toast a marshmallow on a stick* identify and name some common trees in the school grounds (science – identify and name a variety of common wild and garden plants, including deciduous and evergreen trees)* go pond dipping and learn the names of some common pond creatures (science – identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals) (science - understand how to take care of animals taken from their local environment and the need to return them safely after study)

Year 2	First Six Weeks	Second Six Weeks
	<ul style="list-style-type: none"> *collect appropriately sized sticks and make clay hedgehogs *go on a seasonal hunt to identify and name a variety of plants (identify and name a variety of plants and animals in their habitats, including microhabitats) * make fairy houses and people * saw wooden disks and make into animals (dt – use tools) * build and light a fire using fire steels *prepare vegetables and cook tomato pasta (dt -use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from) * create Rangoli patterns to celebrate Diwali (art - to use a range of materials creatively to design and make products) * learn about the seasons (geography - identify seasonal and daily weather patterns in the United Kingdom) 	<ul style="list-style-type: none"> * pond dip (science – identify and name a variety of plants and animals in their habitats, including microhabitats) (science - 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) * hunt for minibeasts to learn where they prefer to live (science – identify and name a variety of plants and animals in their habitats, including microhabitats) (science - 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) * cook pancakes on an open fire (dt – use the basic principles of a healthy and varied diet) *collect natural materials to create a piece of leaf art (art - to use a range of materials creatively to design and make products) *go on a leaf hunt to identify and name a variety of common trees (identify and name a variety of plants and animals in their habitats, including microhabitats)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>* learn about the importance of jewellery in the Stone Age and make jewellery out of natural materials</p> <p>*learn how charcoal is made and what it's uses are. Make their own charcoal and use it in art lessons (art - understand charcoal and earth pigment were our first drawing tools as humans)</p>	<p>*work on a gardening project to improve an aspect of the school grounds</p> <p>* make a Christmas wreath using willow and decorate it with holly, ivy and wool (dt - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately)</p>	<p>* learn how to use a Kelly kettle and use to boil water for a hot drink (dt – prepare and cook dishes using various cooking techniques)</p> <p>*saw a wooden disc and use a drill to make a pattern of holes. Thread with wool to make a heart, star or flower (dt - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately)</p>	<p>*harvest potatoes and prepare by cutting into cubes. Cook potatoes on an open fire (dt - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques) (dt - understand seasonality, and know where and how a variety of ingredients are grown and processed)</p> <p>* learn about the importance of soil and then dig up some soil samples to identify what it is made of. Carry out tests to identify what type of soil is in our school grounds (science – recognise that soils are made from rocks and organic matter) (geography - use simple fieldwork and observational skills to study the geography of their school and its grounds)</p>	<p>* learn about how the Romans used elastic force in their weapons</p> <p>* construct a slingshot that will fire a piece of scrunched up paper the furthest (science – learn how to create a large pushing force and the least friction possible (not in year 3 curriculum) (dt – select materials according to their functional properties, build prototypes, evaluate product)</p> <p>*learn about the role flowers play in pollination and go on a flower hunt to look for the male and female parts of a flower (science - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal)</p>	<p>* make a nature themed mosaic using mosaic tiles (art – taught about great artists, architects and designers in history)</p>
Year 4	<p>* learn how to make dyes out of natural materials and use to dye fabric to use in class sewing activity. Classes to use mint leaves, blackberries and onion skins</p>	<p>* practise the skill of using a branching classification key to identify and name a number of fungi species growing in the school</p>	<p>*plant seed potatoes to be harvested later in the year</p> <p>*work on a gardening project to improve an</p>	<p>* use a bow saw to cut a wooden disk and turn it into a spinning top or spinner on a string (dt - select from and use a wider range of tools and equipment to perform</p>	<p>*learn how Egyptians used Shadufs to raise water from the river Nile. Work as a team to build a working Shaduf in the woods</p>	<p>*create a nature inspired sewing on hessian using a variety of stitches. Join together to make some bunting to hang up in school (dt - select from</p>

	<p>* make a simple bread dough and roll into a flatbread. Cook it on an open fire (dt - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques)</p>	<p>grounds (science - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment)</p> <p>*use a bow saw to cut one or two wooden disks and turn into a Christmas decoration (dt - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately)</p>	<p>aspect of the school grounds</p> <p>*use a bow saw to saw a wooden disk and turn it into a spinner or spinning top (dt - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately)</p> <p>*learn about food chains in a woodland environment and saw wooden disks to turn into a food chain mobile with the sun at the top. (science - construct and interpret a variety of food chains, identifying producers, consumers, predators and prey)</p>	<p>practical tasks [for example, cutting, shaping, joining and finishing], accurately)</p> <p>*make cookie dough and cook on an open fire (dt - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques)</p>	<p>*use clay to make a cartouche with own name in hieroglyphs</p>	<p>and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately)</p>
Year 5	<p>*harvest blackberries and apples from the school grounds and cook a blackberry and apple crumble on an open fire (dt – prepare and cook dishes using various cooking techniques)</p> <p>*use clay to make a sculpture of a Greek figure</p>	<p>*make a mould of a natural object from clay. Use plaster of Paris to make a copy of it. Learn that this is an irreversible change (science - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda)</p>	<p>*learn about levers and then investigate how to use them to lift up a child off the ground (science - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect)</p> <p>*saw wooden discs of various sizes to make rainforest animals. The disks will be coloured with oil pastels and felt will be added for</p>	<p>*identify and name plants found in the woods and on the school field. Choose one plant to create an observational drawing of (geography - use fieldwork to observe, measure, 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) (science - observing and</p>	<p>*pond dip to find animals in different stages of their lifecycle such as waterlouse carrying eggs, newtlets, newts and dragonfly larvae (science - observe life-cycle changes in a variety of living things)</p> <p>*carry out gardening tasks in the school grounds including projects to improve biodiversity</p>	<p>* cook spicy rice on an open fire (dt – prepare and cook savoury dishes using various cooking techniques)</p>

		<p>*make a Christmas tree decoration by sewing felt or collecting autumn leaves</p>	<p>features such as ears (dt – select and use tools accurately) (dt - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>comparing the life cycles of plants in their local environment) * work as a team to build a self-supporting da Vinci bridge</p>		
<p>Year 6</p>	<p>*'Dig for Victory' by helping with any gardening tasks which need to be done in the school grounds</p> <p>* use mosaic tiles to create nature-inspired mosaics in a table top</p>	<p>*cook an authentic WWII recipe of welshcakes on an open fire. The recipe uses carrots instead of sugar due to wartime rationing (dt – prepare and cook savoury dishes using various cooking techniques)</p> <p>* make a Christmas tree decoration using hand tools and natural materials (dt - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately)</p>	<p>* build a survival shelter as a whole class (dt – design a purposeful, functional shelter and evaluate)</p> <p>*make a sketch map of the school grounds. Learn how to draw key features to scale and in the correct location (geography - create sketch maps when carrying out a field study?)</p>	<p>*learn how to read a map using 4 and 6 figure grid references. Use this knowledge to find around the school grounds and mark them accurately on a map (geography – use four figure grid references accurately and begin to use six figure grid referencing)</p> <p>*work on a gardening project to improve an aspect of the school grounds</p>	<p>*learn about the classification system for plants and animals. Go on a scavenger hunt around the school grounds to find plants and animals from each category e.g. a woodlouse is a crustacean and a daisy is a flowering plant (science - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals)</p> <p>* gather wild garlic from the woods and use it to make wild garlic butter. Build a fire, toast bread and spread with the butter (dt – prepare and cook savoury dishes using various cooking techniques)</p>	<p>*saw a wooden disc and create a piece of nail art on it as a reminder of time spent at Milton Mount school (dt - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately)</p>

					<p>*learn about the different ways in which plants can adapt to their environments. Go on a walk around the school grounds to discover examples of plants that are adapting in this way (science – identify how animals and plants are adapted to suit their environment in different ways)</p>	
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Forest Schools Skills Progression

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Risk taking and safety	<p>Point to the boundaries of Forest Schools and stay within them, with adult support</p> <p>Say some of the rules and safety procedures of the fire circle, with adult support</p> <p>Travel safely along rough ground</p> <p>Begin to climb a tree with support</p> <p>Begin to carry sticks safely</p> <p>Know not to pick or eat anything from the Forest School area</p>	<p>Identify where the boundaries are and stay within them</p> <p>Know and explain the rules and safety procedures of the fire circle</p> <p>Climb a tree with support</p> <p>Carry sticks safely</p> <p>Ask for help when I know an object will be dangerous to move on my own</p> <p>Know not to pick or eat anything from the Forest School area, and know that berries, fungi and leaves can all be poisonous</p> <p>Show awareness of risks such as brambles, nettles or water</p> <p>Take controlled and managed risks supported by adults.</p>	<p>Identify and confidently explain where the boundaries are.</p> <p>Manage risks while travelling safely along rough ground</p> <p>Know that weather conditions will affect how I move around safely</p> <p>Climb a tree independently and know how high you are allowed to climb</p> <p>Move logs safely with support first.</p> <p>Take increasing responsibility for own safety and develop awareness for others.</p> <p>Explain why rules for behaviour are necessary</p> <p>Take controlled and managed risks supported by adults.</p>	<p>Support peers with the safety rules and procedures of Forest School.</p> <p>Confidently retell and adhere to the fire circle and safety rules</p> <p>Explain why wearing appropriate clothing is important</p> <p>Move logs safely</p> <p>Show increasing awareness for my own and others' safety.</p> <p>Explain what others need to do to stay safe</p> <p>Take controlled and managed risks</p> <p>Know how to treat bites and stings with first aid</p>	<p>Carry out own dynamic risk assessments for activities</p> <p>See danger and make the right choices for oneself and others</p> <p>Explain why wearing appropriate clothing is important</p>	<p>Give safety briefings to new group members, younger children and visitors.</p>

Vocabulary	Boundary, fire circle, poisonous, fungi, rough ground	Know your limits, controlled risks, managed risks	Slippery, awareness		Risk assessment	Safety briefing
Using tools and equipment In Key Stage 2, children will develop their skills when using a range of tools. Tools will only be used when the children are ready to do so. Children's ability to use tools will develop at different ages	Listen carefully to the tool safety rules e.g. knowing to sit / stand safely in your own bubble Use basic tools safely, with adult support. E.g. trowels and forks for digging Safely use a bow saw with an adult holding the handle Begin to know why it is important to wear a glove on the hand that is not holding the tool	Know and understand the tool safety rules Use basic tools confidently and appropriately, with adult supervision Use a peeler to strip wood independently Begin to explain where my "bubble" starts and finishes Safely use a bow saw with an adult holding opposite the handle Know why it is important to wear a glove on the hand that is not holding the tool	Confidently explain where my "bubble" starts and finishes Use secateurs with adult supervision. Use palm drills to make holes in thin pieces of wood Use basic tools to construct simple items from wood	Understand and confidently tell others about the tool safety rules Use palm drills to make holes in thicker pieces of wood Use basic tools safely and independently, unsupervised Make own safety bubble and explain to others where it starts and finishes Use basic tools to construct more complex items from natural materials items	Safely use tools and explain their appropriate uses Confidently tell others about the safety rules and demonstrate how to store tools safely Carry equipment around safely Begin to use a range of tools appropriately for wider purposes when physically, mentally and socially ready to do so including knives for whittling. Use loppers for cutting slim willow branches	Use a wide variety of tools safely and independently, unsupervised. Use a knife to whittle, with adult supervision. Safely use a bow saw independently Continue to use an increasing range of tools appropriately for wider purposes to cut, split, and whittle green wood to create a range of items.
Vocabulary	Safety bubble, trowel, fork, bow saw, saw horse	Peeler	Secateurs	Palm drill, drill	Loppers, whittle, whittling knife	Log splitter, green wood, mallet
Using the fire circle and cooking	Know how to stay safe around a fire Understand why it is important to be safe around a campfire Observe and talk about fire lighting procedures Begin to collect appropriate sticks (dry,	Understand and say why it is important to be safe around a campfire Know what to do if burnt by a fire Begin to understand the three things needed for a fire (oxygen, heat, fuel)	Understand and say why it is important to be safe around a campfire Explain the necessity of having water near the fire and never leaving a fire unattended Make sparks with a fire steel independently and	Identify how to stay safe around a fire and explain it to my peers Make sparks with a fire steel and light cotton wool independently Build a Kelly kettle fire to heat water (adult supported)	Identify and explain the skills and resources necessary to prepare a fire Be safe around a fire and identify potential hazards Work in a team to prepare a fire and	Independently explain how to build and light a fire, tend to it, and safely extinguish it. Work independently to prepare a fire and successfully light it with adult supervision.

	<p>dead, straight) and use them to build a fire with adult support</p> <p>Experience using a fire steel to make a spark with direct adult support</p> <p>Stay safe inside the fire circle whilst cooking</p> <p>Observe an adult extinguishing a fire safely</p>	<p>Collect appropriate fuel (sticks) and sort them into breakfast, lunch and dinner. Use these sticks to help build a fire</p> <p>Use a fire steel, with adult support, to light a piece of cotton wool</p> <p>Assist with the extinguishing of a fire safely</p>	<p>light cotton wool, with adult support.</p> <p>Understand what the fire triangle is</p>		<p>successfully light it with adult supervision.</p> <p>Know how to make and use char cloth for fire lighting</p>	<p>Know how to tend to a fire so that it doesn't go out</p>
Vocabulary	<p>Fire steel, fire safety, fire blanket, fire bucket, fire gauntlets, fire circle, firewood, upside down fire, sparks</p>	<p>Fire steel, fire safety, fire blanket, fire bucket, fire gauntlets, fire circle, firewood, upside down fire, sparks, fuel, ashes, cotton wool, petroleum jelly</p>	<p>Fire triangle, unattended</p>	<p>Boiling, conductor, steam, Kelly kettle</p>	<p>Char cloth</p>	<p>Tend</p>
Play and exploring	<p>Freely explore a woodland environment</p> <p>Begin to express emotions and build vocabulary through play</p> <p>Begin to build imagination and creativity in a woodland environment</p> <p>Begin to build self-confidence and resilience</p> <p>Use role play</p> <p>Experience getting wet and muddy</p>	<p>Freely explore a woodland environment and begin to know which aspects of free play are preferred</p> <p>Express emotions and build vocabulary through play</p> <p>Build imagination and creativity in a woodland environment</p> <p>Build self-confidence and resilience</p> <p>Begin to communicate ideas to adults and other children</p>	<p>Show a real preference for certain aspects of free play</p> <p>Continue to build imagination and creativity in a woodland environment</p> <p>Communicate ideas to adults and other children</p> <p>Make up your own game and teach it to someone else</p> <p>Use natural materials to create artwork and talk about it</p>	<p>Make own choices with growing independence and reflect on learning</p> <p>Try something new out of your comfort zone</p>	<p>Initiate and pursue own interests/activities independently</p>	<p>Reflect on progress and make adaptations</p>

	Improve independent learning	Get soaking wet in the rain Be guided by an adult to make something out of wood. Be guided by an adult to make something out of clay				
Vocabulary	Explore, self-confidence, resilience, independent	Free play				
Team building and problem solving	Work and play together Begin to share resources with other children Begin to listen to each other's ideas Play team games	Take part in outdoor activities in a team Share resources with other children Listen to each other's ideas Begin to co-operate and communicate with others Think about a solution to a problem before asking an adult for help	Communicate clearly in team games Share resources with other children and encourage other children to do the same Take part in outdoor activities and challenges in a team. To use feelings language to talk to peers when solving problems. Share skills and knowledge and show respect for others' point of view	Co-operate and communicate clearly in team games Make and play woodland versions of common games (pick-up sticks, noughts and crosses for example) Treat conflict as an opportunity to hear about new ideas and opinions and work to resolve problems	Build trust with peers through games Use school values to discuss feelings Can share and communicate ideas confidently and offer support to others. Plan and negotiate with others appropriately and work effectively to solve problems.	Lead a team Transfer skills to new areas of learning. Collaborate and use my skills and experience to contribute to and reflect on the success of a shared goal
Vocabulary	Listen, together	Share, co-operate, communicate, solution	Communicate clearly, problem solving, peers, respect	Conflict, opinions, resolve	Trust, values, plan, negotiate, effectively	Lead, transfer, collaborate, reflect
Love of the natural world	Talk about how being outside makes you feel Go on a nature walk	Begin to describe the benefits to being outside	Describe the benefits to being outside Observe and know how to appreciate the	Learn some practical uses of flora and fauna in the environment	Identify flora and fauna in environment and explain uses	Share knowledge with peers Name and identify wildlife in and around

	<p>Notice the different seasons</p> <p>Recognise some common plants and animals</p> <p>Identify deciduous and evergreen trees</p> <p>Name some common birds and talk about their features and the sounds they make</p> <p>Search for wildlife, with adult support</p> <p>Begin to handle plants and animals gently, with adult support</p> <p>Begin to understand that the woodland is the home of the plants and animals, and that we need to treat it with respect</p>	<p>Describe seasons; identifying differences and changes. Notice how the woods change over the year</p> <p>Identify some trees using an ID chart, with adult support.</p> <p>Begin to describe and explain the changes in trees and shrubs, with adult support.</p> <p>Identify and name a variety of common minibeasts, amphibians and mammals</p> <p>Search for wildlife and begin to know how to handle it carefully</p> <p>Learn about different habitats and create inviting habitats for some minibeasts</p> <p>Understand that the woodland is the home of the plants and animals, and that we need to treat it with respect</p>	<p>natural world and the changing seasons Understand the importance of earthworms within our ecosystem</p> <p>Identify and name a variety of wild and garden plants</p> <p>Describe the plant structure (including trees)</p> <p>Search for minibeasts and pond life and know how to treat them with respect</p>	<p>Know why it is important to look after the environment</p> <p>Understand that everyone has a responsibility to help take care of their local community and the wider world</p> <p>Talk about how to encourage wildlife into an area</p> <p>Understand what improves and harms the natural environment and identify ways people can look after it</p> <p>Compare life in a pond with life on the land</p>	<p>Know whether an animal should be handled and understand when it becomes stressed it should be placed back in its habitat</p> <p>Become an expert on a particular species</p>	<p>school grounds by using ID guides</p> <p>Contribute to looking after the local flora and fauna by taking part in Citizen science – surveying plant and animal species, litter picking and tree planting</p>
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Vocabulary	Seasons, autumn, winter, spring, summer, oak, holly, deciduous, evergreen, stinging nettle, bramble, bird, blackbird, pigeon, robin, magpie, minibeasts, earthworm, beetle, slug, snail, gently	Changes, identify, centipede, millipede, woodlouse, spider, amphibians, mammals, squirrel, carefully, habitat, respect, bluebell, snowdrop, wild garlic, sycamore, hazel, ash	Observe, ecosystem, structure, roots, stem, leaves, flower	Environment, flora, fauna, responsibility, improve, harm, biodiversity	Stressed, species	Citizen Science, survey
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The development of SMSC and the promotion of British Values in the Forest Schools Curriculum

<p>Spiritual Children:</p> <ul style="list-style-type: none"> • Search for meaning and purpose in natural and physical phenomena and to wonder what is special about life, an awe at the scale of living things from the smallest micro-organism to the largest tree and the interdependence of all living things and materials on Earth • Reflect and develop their emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders including, for example the enormity of space (Yr5) and the beauty of natural objects or phenomenon, plants, animals, crystals, rainbows and the Earth from space etc. • Develop determination to succeed e.g. finding solutions to problems and improving lives. • Explore and develop belief in themselves. • Explore and develop what animates themselves and others. • Develop a climate and ethos whereby they can grow, flourish, respect others and be respected. • Know their questions are valued and that they have space for their own thoughts, ideas and concerns • and make cross-curricular connections between aspects of their learning eg forces (YR5) • are encouraged to relate their learning to a wider frame of reference – ie ask and try to solve why? How? Where? What? • Show respect for different opinions expressed by others 	<p>Moral Children:</p> <ul style="list-style-type: none"> • Take responsibility for their actions; for example, in respect of property, care of the environment and developing codes of behaviour, especially when using tools and building fires • become increasingly curious • develop open mindedness to suggestions of others and make judgements on evidence not prejudice • use their understandings and knowledge in a positive manner.
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<p>Social</p> <p>Children</p> <ul style="list-style-type: none"> • Work co-operatively in team building activities that develop collaborative working and reflect the principles of a democratic society. • Develop personal qualities which are valued in civilised society e.g. thoughtfulness, honesty, respect for difference, moral principles. • Build independence and resilience through developing solutions to problems • Exercise leadership and responsibility when working collaboratively, recognising others' strengths and sharing ideas and resources for greater overall development. 	<p>Cultural</p> <p>Children</p> <ul style="list-style-type: none"> • recognise and nurture gifts and talents.
<p>British Values</p> <p>Children</p> <ul style="list-style-type: none"> • Are creative and inventive through practical and investigative activities • Respect each other through project and cross curricular work • Investigate solutions and learn or improve on new skills and techniques. • Have opportunities to use their acquired knowledge to design their own products and further develop their ideas through modification and evaluation. • Express their opinions in terms of their designs, projects and solutions. • Are encouraged to consider sustainability through the use of recycled products, together with environmental issues <p>Develop mutual respect and tolerance of those with different faiths and belief.</p>	