



SKY PRIMARY AND EDEN PROJECT NURSERY





SKY Nature Inspired Curriculum Progression


🌀 Autumn 1 🌀 Autumn 2 🌀 Spring 1 🌀 Spring 2 🌀 Summer 1 🌀 Summer 2



	<u>Nursery</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Enquiries of Learning								
Autumn 1	What makes us special?	How will we get ready for our Sky tea treat?	How can we be Sky heroes?	What do I need to be healthy?	How can we identify native trees through the seasons?	What can we learn from the Ancient Greeks?	What was the impact of invaders and settlers?	How do the Innuits of the arctic live with nature?
Autumn 2	What colours can we find?	How can we use our senses to explore the seasons?	How and why do we share stories?	How did London adapt after the Great Fire?	Who were the ancient inhabitants of Cornwall?	What is it like to live in modern Greece?	How did trade get global?	How does light travel?
Spring 1	What comes out at night?	Why do penguins huddle?	What is it like to go on a mystery voyage?	Where does chocolate come from?	What will we learn on our rainforest adventures?	Why did the Romans invade and how did Britain respond?	What can we learn from the solar system and stars?	How will we rise to the challenge of climate change?
Spring 2	How can we move on land, air and water?	What food do we get from farms?	Who is the giant of Sky?	How can our actions make a difference?	How did the Ancient Egyptians live in harmony with nature?	What makes the Earth explode?	How can we protect our local wildlife?	What can we learn from life on the Home Front?
Summer 1	How can we grow?	What will we find on our great plant hunters' expedition?	How can we be garden designers?	Why are bees brilliant?	How does light help us to see?	Where does energy come from?	How were our white pyramids created?	The Cornish emigration: why did they leave and where did they go?
Summer 2	What lives outside?	What tales from the seashore can we share?	What animals are local to us?	Can we go on a seaside holiday journey through time?	What makes Cornwall unique?	From source to sea: what journey does a river take?	How can we ensure our oceans stay amazing?	What will make me a great leader?

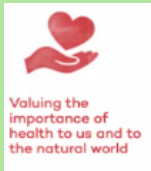
	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sixty Things to do before you leave Sky (Great Works, plus adventure, connect with nature, skills and teamwork)								
Autumn 1		Share a traditional tea treat	Organise a Sky hero award ceremony	Cook and share a curry on the fire pit	Create and share native tree guides for our school grounds	Perform a modern retelling of Greek myths to share how ancients made sense of the world	Live a day in the life of a stone age person Mini tribal battle, settlement creation and meal	Create a polar region exhibition with ice sculptures and InnuIt folk tales
Autumn 2		Sing along and sparkle at our Sky celebration at Eden	Take part in a lantern parade and story sharing in the Med biome at Eden Project	Create a historical reenactment of the Great Fire of London	Share stories and skills from the ancients in Little Carne roundhouse	Plan, make and share a Greek mezze	Create a feast using ingredients that can be grown, foraged, made or traded	Support FS and Year 1 children to make lanterns for their parade and festival of light
Spring 1		Host a winter wonderland party	Design and make boats that float	Make a film to share the story of chocolate and fair trade	Complete Eden's 'rain-shaker mission' arts project	Pop-up Roman Museum with artefacts, art, costumes and weaponry	Publish an online guide for a space explorer	Present our Climate Action Plans and send letters to local MP
Spring 2		Re-tell the story of the Three little pigs – (the Sky version)	share the adventures of the Giant of Sky in a shadow puppet play to.	Present stories of changemakers and unsung heroes.	Create an Egyptian artefact museum	Make a working 3D volcano model	Plan and host a conference to share what we can do to protect our local wildlife	Make our seasonal soup and breads for our community
Summer 1		Share our work in an Art exhibition	Work together to create a shared garden	Publishing hexagonal book about bees	Share ingenious light devices and inventions in a 'science centre' style exhibition	Publish a guide for families about renewable energy and ways to reduce energy use	Take part in the Sky Pyramid 'Great Pottery Throwdown' challenge and exhibition	Publish a flip book of how Cornish people have settled and how they have influenced the world.
Summer 2		Share books and riddles of the seashore	Share our animal facts at a 'Sky Animal' top trumps party in the tipi	Plan a holiday Beach clean and party	Publish a Sky Guide to Cornwall	Plan and go on an expedition – from source to sea along the Saints way	Create sculptures from beach clean finds to share stories.	Celebrate my '60 things' in a Sky graduation ceremony
Adventure	Dusk walk with my family – dusk dwellers	Ice skate with Penguins	Float in a boat	Sleep in the tipi	Climb in the treetops	Go on a river expedition	Swim in the sea	Camp at a school residential
Connect with nature	Hatch a butterfly	Rock pool ramble	Create a clay sculpture inspired by giant landscapes	Taste chocolate in the rainforest	Create a natural torch light for night-time	Find beavers and otters in the wild	Go Stargazing and look for constellations	Be outside on camp without devices
Outdoor Skills	Plant a seed and watch it grow	Cook food on the campfire	Look for tracks and signs of wild animals	Use a Dragon sneeze to light a fire	Plant a tree	Plot my river route on a map	Make a home for wildlife	Eat something I have grown from seed
Teamwork	Design an obstacle course	Forage for a shared meal	Organise a local Litter Pick	Go to work with a beekeeper	Plan a class coast walk	Find our way with a route map	Night-time campfire stories and singing	Get up for sunrise – dawn chorus
Key Vocab KS1	Weather and climate; renewable and non-renewable energy; coal, nuclear, wind power, solar power, plastic pollution, water cycle							
Key Vocab LKS2	Climate change; atmosphere; greenhouse effect; greenhouse gas emissions; carbon emission; carbon footprint; carbon dioxide; fossil fuels; renewable energy; landscape							
Key Vocab UKS2	Carbon footprint; climate emergency; global warming; tipping points; intergovernmental panel on climate change; ecosystems; climate justice; carbon sinks; biodiversity; permaculture; conservation							

	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of nature (National curriculum linked and extended)								
<p>Energy and Climate Change - (Oneness) Monitoring and conserving energy - linked to the DfE's Climate Action Award. Explore the correlation between the use of fossil fuels and climate change. Develop an understanding of how clean renewable energy and responsible energy use can save money, reduce emissions and help us transition to a healthier, greener future.</p>  <p>Monitoring and conserving energy, linked to the DfE's Climate Action Award</p>	<p>Children know that they are part of a new school community.</p> <p>Children explore their outdoors area and feel safe in all seasons/ weathers</p>	<p>☺ Children know that they are a valued member of a class and school community. Children are learning the SKY 'ways of being'. Families and community are regularly invited into school.</p> <p>☺ Action – Children are learning to look after each other and see that we are part of one global family, connected to nature.</p> <p>☺ Skill – Children begin to understand that their actions have consequences, to care for nature and to develop 'environmental manners.'</p>	<p>☺ Children find out about oracy traditions from different cultures to share nature/human connections (past, present and future).</p> <p>☺ Children share traditional local stories to relate to our local culture.</p> <p>☺ Action – Children look after different areas of the school to benefit everyone.</p> <p>☺ Skill – Children understand that their actions and those of others have consequences.</p>	<p>☺ Children survey how staff and children get to school. Children take action to improve energy consumption in the school; they use Energy Monitors and suggest sustainable energy ideas in the newsletter. Children work on actions for our Green Flag and Surfers against Sewage Awards and explore what actions others have taken to make a positive difference.</p> <p>☺ Children research which items in the classroom use electricity.</p> <p>☺ Children understand how human activity causes air pollution.</p> <p>☺ Action – Children take part in the Big School Clean. They identify personal actions to save energy in Every Action Counts campaign (Green Flag).</p> <p>Skill – Children find ways to save energy and money.</p> <p>☺ Children understand the distinction between weather and climate. Children understand the concept 'food miles.'</p>	<p>☺ Action – Children celebrate Earth Hour with the school community.</p> <p>Skill – Children learn how to engage others in climate action.</p> <p>☺ Children understand how trees help cool the planet and provide oxygen. Children know that the climate is always changing but is changing faster today than it has before. Children complete a tree survey of the school grounds and local area and create a native tree identification guide.</p> <p>☺ Children know that they are part of a global community and are connected to people, places and living things across the world. They know about food miles and Fair Trade.</p> <p>Children take part in the Big School Clean.</p> <p>☺ Children identify ways of travelling to school that have the biggest/smallest impact. They create a plan to promote sustainable travel and Walk/ Scoot/ Cycle to School Week.</p>	<p>☺ Children understand that burning coal, oil, gas has climate impact. They understand the basic processes of climate change.</p> <p>Children know that some natural processes (tree growth, healthy soils and oceans) take greenhouse gases out of the atmosphere.</p> <p>☺ Action – Children run school energy saving challenges.</p> <p>They elect Energy Monitors to ensure classroom lights, display screens are switched off. Children create posters to promote responsible energy use in school and at home.</p> <p>☺ Skill -Children learn how to measure energy and how to take action to reduce energy consumption.</p>	<p>☺ Children learn about energy used within local past industries – China clay and mining.</p> <p>☺ Children to visit China Clay and investigate how our local White Pyramids came to be on our landscape.</p> <p>☺ Children to identify how our local industry connected us to other places in the world.</p> <p>☺ Action – Children create leaflets to share their knowledge of China Clay and its history.</p> <p>☺ Children understand about food miles linked to global trade. They assess which items on the school lunch menu have the biggest/smallest impact in terms of food miles and transport methods. They begin to understand that food is part of a complex global system and to consider possible solutions.</p> <p>☺ Action – Children suggest ways to consume less and use more local produce – think global act local. They grow vegetables to cook/trade for their Great Works Feast.</p> <p>☺ Skill – Children lead on sustainability issues e.g. energy, waste, food to help reduce how much we consume in the school.</p> <p>☺ Children know that the ocean systems effect weather systems and have an impact on maintaining our climate.</p>	<p>☺ Children can clearly articulate the link between burning fossil fuels and climate change, using appropriate scientific vocabulary</p> <p>Children can name and explain key carbon sinks – forests, peatlands, oceans, algal blooms, healthy soil.</p> <p>Children find out the energy efficiency rating of different items in school/home. They calculate the carbon footprint of the school (including travel, food, resources, energy use).</p> <p>Children suggest ways they can reduce their own carbon footprint. They explore positive solutions to support the climate at Eden Project and in the local area.</p> <p>☺ Action - Children monitor school energy use – both to save money and reduce Co2 emissions.</p> <p>☺ Skill – Children lead on monitoring school energy and promote reducing energy use to mitigate against climate change.</p>

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<p>Biodiversity - (Diversity) Help children appreciate the incredible biodiversity that exists in the world around them, locally and globally. They become experts in biodiversity, appreciating the awe and wonder of the natural world and understanding the role they can play in protecting it.</p>  <p>Restoring biodiversity locally, nationally and globally, linked to the DfE's Nature Park</p>	<p>Children can identify bugs and minibeasts in the local area.</p>	<p>🐝 Children learn to identify different marine habitats and rockpool wildlife. Action – Children build an underwater habitat for marine animals. Skill – Children can identify and classify some marine plants and animals.</p> <p>🐝 To identify different marine habitats and rockpool wildlife. Action – To build an underwater habitat for marine animals. Skill – can begin to identify and classify animals.</p>	<p>🐝 Children learn about seasonal changes in early autumn. 🐝 Children learn about local 'nature heroes'; and how we can look after nature and wildlife in the school grounds and local area. 🐝 Children learn that nature provides a vast range of natural materials that we use in our everyday lives (rubber, wool, moss, linen, etc).</p> <p>🐝 Children begin to learn the names of native wildflowers and to appreciate the importance of restoring our wildflower meadows to create habitats. Action - Sowing seeds to create a climate wise garden, wildflower meadows-habitats. Skill – make biodiverse decisions.</p>	<p>🐝 Children understand why bees and other insects are so important to the health of our ecosystems. Action – Children create bee friendly habitats and learn to be beekeepers. Skill – Children can identify different species of bees.</p> <p>🐝 Children understand why different plants grow in different parts of the world.</p>	<p>🐝 Children understand the term Biodiversity. Children learn about the extraordinary biodiversity of our rainforests and why it is important to protect them. Children find out about indigenous people of the rainforest and how they live, work and play. Children can locate the rainforests on a world map and talk about their climate and habitats. Action – Children create leaflets to share how we can help to protect the rainforests. Children plant trees and make bat and bird boxes to support our local tree dwellers. 🐝 Skill – Survey trees in the local area and identify which animals use them for habitats.</p>	<p>🐝 Children investigate the natural wonders of ancient Greece and how the Ancient Greeks related to the natural world. 🐝 Children explore the fauna, flora of Greece and consider how the climate affects the types of animals and plants that live there. 🐝 Children know how to survey and record species in rivers/wetlands habitats. They can talk about the biodiversity of these habitats. Action – Children work with an organisation to create (or look after) a wetland habitat on the school grounds or local area. Skill – children can identify and classify species whilst pond dipping.</p>	<p>🐝 Children can explain the importance of biodiversity within different local habitats and why we need to restore these habitats. Action – Children share their knowledge to educate others about the importance of local habitats. Skill – Children use their science enquiry skills to record and compare species in a habitat survey, looking for patterns, similarities and differences.</p>	<p>🐝 Children explore the biodiversity of fauna, flora and habitats in the arctic regions and understanding how this relates to climate. Action – Children share the importance of nature to the Inuit people and the importance of nature connection to our health and wellbeing. Skill – Children can articulate their appreciation for the beauty, awe and wonder of nature's biodiversity and why it's important to preserve it. 🐝 Children explore what people are doing to support climate in the local area. Children create a plan to improve people's knowledge and understanding of climate change and the impact on biodiversity.</p>

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<p>Food and farming - (Interdependence) Experience planting seeds and growing food, progressing towards a deeper understanding of the story of our food. Build knowledge about how food is grown/produced and about what a healthy sustainable diet looks like, nutritionally and environmentally.</p> 	<p>Children know that seeds grow into plants.</p> <p>Children plant seeds in containers.</p> <p>They use locally sourced food to create simple recipes.</p>	<p>☞ Children explore seasonal, local foods and celebrate Harvest Festival.</p> <p>Children use local recipes and ingredients to prepare a Sky Tea Treat Celebration.</p> <p>☞ I can explore seasonal foods. Harvest festival. Use foods to prepare a Sky treat.</p> <p>☞ I can explore my new school environment.</p> <p>☞ Children begin to understand the different cycles of life on a farm. They learn about the growing cycle of a plant and what plants need to grow.</p> <p>Action – children plant seeds to grow food plants.</p> <p>Skill –children can identify parts of a plant.</p>	<p>☞ Children explore the local geographical landscapes. They learn about human and physical features, landmarks and how places have changed over time. Children learn about the china clay industry in the local area and how this has affected the landscape.</p> <p>Action – Children complete fieldwork to identify key human and physical features in our local area.</p> <p>Skill – Children use their knowledge of the local area to identify how the land is used.</p> <p>☞ Children learn about the life cycle of a plant and what conditions plants need to grow.</p> <p>Action – Children use their knowledge to design a sustainable garden.</p> <p>Skill – Children planting and growing edible plants (for their garden designs) at school and at home.</p>	<p>☞ Children are beginning to appreciate the tastes, smells and textures of different foods; understand where our food comes from (spices, honey, chocolate).</p> <p>Action – Children taste seasonal fruit and vegetables. They cook a curry on the campfire.</p> <p>Skill – Children can talk about different types of farms (local/global).</p>	<p>☞ Children explore where their food comes from and what foods are grown in the UK. They learn about the different foods - and other resources we get from trees (nuts, syrups, fruits).</p> <p>Action – Children work with kitchen staff to source local/UK food for school meals. They find out and share why it is important to buy food locally and sustainably.</p> <p>Skill – Children use their understanding of the seasonal cycle of trees to identify harvest time for different trees. Provide homes for animals in trees (bat and bird boxes).</p>	<p><i>(linked to Ancient Greeks in Autumn 1)</i></p> <p>☞ Children understand how farming in Greece has changed over time. They consider how we grew food in the past and how we might farm in the future.</p> <p>Children find out about the most popular foods currently grown in Greece.</p> <p>Action – Children create a Greek themed feast.</p> <p>Skill – Children can explain how farming has changed over time.</p> <p>☞ To explore the different range of fauna, flora and animal habitats in Greece and consider how the climate affects the types of animals and plants that live there. over time</p>	<p>☞ Children understand that we are connected to people and places globally through the products we buy. They understand the importance of looking after people and places – global food connections, food miles, fair trade, food from the sea.</p> <p>Action – Children create a feast from food they have grown, foraged or traded.</p> <p>Skill – Children measure food miles to help make sustainable decisions.</p>	<p>☞ Children learn about the land army and Dig for Victory of WW2 -and how this affected Britain's landscape.</p> <p>Children can explain why we need regenerative farming systems and what we can do to reduce the amount of food we throw away.</p> <p>Action – Children grow seasonal vegetables to make soup.</p> <p>Skill – Children can describe seasonal foods; and explain the concepts of self-sufficiency, food security and resilience (life on the home front).</p>

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<p>Cycles and Waste - (Cycles) Nature works in cycles that produce waste. Natural cycles feed waste back into the cycle of life, so will learn how we too can live in ways that are waste free. (water, soil, carbon)</p> 	<p>Children learn to clean up their own waste.</p> <p>When outside, children understand that we leave places as we find them and take our rubbish with us.</p>	<p>Children begin to understand that plants have a life cycle. Action -Children water plants in the garden.</p> <p>Skill –Children learn how to plant seeds and care for plants.</p>	<p>Children begin to understand that the natural world doesn't create waste, but we do.</p> <p>Children identify and classify waste found in our local environment – what can be recycled?</p> <p>Action – Children manage a compost system in the school.</p> <p>Skill – Children observe the stages of the cycle of life – seed, plant, compost.</p>	<p>Children learn that we can reduce the amount we waste by using less, reusing what we have and recycling as much as we can.</p> <p>Children explore the concept of 'holiday footprint' and how tourism affects our local beaches.</p> <p>Action - Children organise a beach clean or local area.</p> <p>Skill – Children can explain the meaning of Reduce, Reuse, Recycle, Reimagine, Repurpose, Recreate.</p>	<p>Children understand how different kinds of waste can be repurposed.</p> <p>Action – Children manage and monitor the recycling system at school.</p> <p>Skill – Children measure types of recycling at school and identify which products we can aim to use less of.</p>	<p>Children understand and can explain how the water cycle works and what we can do to conserve water.</p> <p>Action – Children can walk the course of a river - from source to sea.</p> <p>Skill – Children measure the width of the river and rate of flow at different points along the river.</p>	<p>Children understand the effect of the moon cycle on our coastline.</p> <p>Action – Children carry out a beach clean.</p> <p>Skill – Children can read a tide timetable and explain how the tides are created.</p>	<p>Children can describe the incredible migratory cycles of different species and what is threatening these cycles of migration.</p> <p>Action -Children map out different cycles (seasons, migration) and highlight the ways they are being threatened e.g. weather patterns/events, climate change and ocean temps.</p> <p>Skill – Children identify how we can support migratory species that visit our local area.</p>
<p>Adaptation for the Future (Adaption) Opportunities from natural designs to inform what we create - biomimicry - consider what we learn from the past and from nature that will help us live more sustainably now and in the future.</p> 	<p>Children explore living things in local environments and discuss how they have adapted to live there.</p>	<p>Children understand how some creatures are adapted to live in the cold and how they keep warm.</p> <p>Action –Children design an item to keep us warm in winter.</p> <p>Skill –children can use ideas from nature to inspire their designs.</p>	<p>Children are beginning to learn about how living things adapt to their environment and influence human design ideas.</p> <p>Action – Children research brilliant inventions that are inspired by nature.</p> <p>Skill – Children use their knowledge and ideas to design a ship for a mystery voyage.</p>	<p>Children explore how humans and societies adapted to change after the Great Fire of London.</p> <p>Action – Children create a fire safety plan for our fire pit in the meadow.</p> <p>Skill –Children compare the past and present to understand how we have adapted for our safety.</p>	<p>Children learn about light cycles and how we see colour. Children investigate how animals have adapted to darkness. Children explore new inventions for light sources including sustainable light sources (e.g. use of solar power to create light).</p> <p>Action – Children create a sustainable light source.</p> <p>Skill – Children apply the knowledge from their research about new inventions to create their own invention.</p>	<p>Children explore how the Ancient Romans lived in an environmental and sustainable way: waste management systems, use of aqueducts and drains, successful farming, etc. Children consider what the Romans left behind that we still use today.</p> <p>Action – Children design a system that can move water to plants sustainably.</p> <p>Skill – Children apply and connect ideas from history that could be used for a sustainable future.</p>	<p>Children learn about plastic waste and the impact of biodegradable plastics. Children learn how the Anglo-Saxons built in areas with natural resources – food, water and wood to build their homes.</p> <p>Action – Children design a packed lunch with zero waste.</p> <p>Skill – Children use their ideas to design new packaging ideas that are biodegradable.</p>	<p>Children consider their personal skills and how they can use them to make a positive difference to the planet.</p> <p>Action – Children plan a change-maker project.</p> <p>Skill – Children understand they can create positive change in the world.</p>

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<p>Health and Wellbeing (Health) Develop an awareness of what we need to be well and what our world needs to be well. Any healthy system is in dynamic balance and begin to understand that a range of factors ensure our wellbeing and the wellbeing of the world around us.</p> 	<p>Children begin to develop independent skills for personal hygiene – handwashing, brushing teeth, etc.</p>	<p>🌱 Children begin to understand the importance of time in nature to my health. Children understand they can feel healthy, be healthy and live healthily in body and mind. Action – Children spend time outside connecting with nature. Skill – Children share games and activities to enjoy time in nature together.</p>	<p>🌱 Children understand how to look after nature in our local environment. Action – Children work together to protect and create local habitats to help animals survive. Skill – children can explain how their project makes a positive difference. Children can begin to identify and classify animals local to us.</p>	<p>🌱 Children know that being active, outside and caring for nature makes them feel better. Children know what all animals and humans need to survive (food, water, shelter). Children understand the importance of personal hygiene. Action – Children create a healthy meal on the fire pit. Skill – Children can explain the 5 ways to wellbeing.</p>	<p>🌱 Children know that all things in nature are connected, including themselves. Action – Children plant native trees or heritage fruit trees. Skill – Children can articulate how they are connected to trees. 🌱 Children can identify how the Egyptians used natural resources to help them thrive in their environment.</p>	<p>🌱 Children know that their wellbeing is positively affected by being active outside and eating together in nature. Children find out about how people react to natural disasters; and measures people take to keep themselves safe during natural disasters. Action – Children make plans to support people and an environment in an area of natural disaster. Skill – Children can explain the effects of a natural disaster and how we can support the environment.</p>	<p>🌱 Children know that their wellbeing is positively affected by being active outside (including green and blue environments). Action – Children try a water sport. Skill – Children can articulate how their experiences in/around water make them feel.</p>	<p>🌱 Children explore the functions of the human body that we need to survive. Children consider how nature helps to provide what we need for these functions – oxygen, food and water. Action – Children inspire and demonstrate positive action for the planet. Skill - Children work together to create and share ideas for sustainable living.</p>
<p>Skills for a nature friendly future.</p>	<p>Children start to take eco-friendly actions – Exploring nature, growing mini gardens.</p>	<p>Children learn how they can help the environment: Food growing Litter picking gardening</p>	<p>Children begin to understand how the weather affects our lives: Climate wise garden design, caring for a garden. Litter picking. Reduce, reuse, recycle. Green Flag actions.</p>	<p>Children begin to explain small scale issues: Eco activities - Cutting down food waste, recycling, reducing Gardening Beach Clean & litter picking. Reduce, reuse, recycle. Green Flag actions.</p>	<p>Children understand how people and places are connected - cultural diversity and interactions: they begin to explain larger scale issues – deforestation; explore an issue local to global scale Complete project with linked school – France? Eco actions: Gardening litter picking. Reduce, reuse, recycle. Green Flag actions.</p>	<p>Children explore and identify the affects following a natural disaster: Helping the environment through eco activities – natural flood management Eco actions: Gardening litter picking. Reduce, reuse, recycle. Green Flag actions.</p>	<p>Children develop an understanding of interaction between human and physical processes: Helping the environment through eco activities – coastal erosion local actions e.g. St Austell Bay seagrass project Complete project with linked school in India. Gardening Beach Clean & litter picking. Ocean friendly award.</p>	<p>Children understand people and places- cultural diversity and interactions: complete a green citizen journal logging eco learning. Reduce, reuse, recycle. Green Flag actions.</p>

Sky and Eden Project Partnership: Eden-led workshops (onsite and virtual). Teaching resources and lesson plans (website), places/Exhibits/events/tours								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1				Sky-led: Visit biomes, global garden, productive garden, orchard...to explore growing foods.	Eden teaching resources/lesson plans: Learning with Leaves How drawings could save your life Sky-led: Comparing native trees to trees from other climates.	Eden-led Workshop: Ancient Greece and Edenauts		(Eden/Harmony Resource: How can we rise to the challenge of climate change?)
Autumn 2	Eden-led workshop: The Rainbow Route A Pocket full of Eden Eden Places: Rainforest and Med Biome Eden Event: Father Christmas	Eden-led Workshop: A Pocket full of Eden Eden teaching resources/lesson plans: A Feast for the Senses Rainforest Super Senses (AI to compare human senses with super senses of animals in the rainforest) Eden event: Father Christmas Sing along and sparkle	Eden event: Father Christmas Eden Places: visual storytelling at Eden – exhibits, sculpture and signs (as well as the oral story tellers)	Eden Event: Father Christmas	Eden teaching resources/lesson plans: The Great Fossil Hunters	Sky-led: Exploring the types of plants that grow in the Mediterranean Biome.	Eden-led Workshops: The Great Plant Explorers. Sustainability Sussed	
Spring 1	Sky-led: Infants on Ice	Sky-led: Ice skating		Eden-led workshop: Chocology	Eden-led Workshop: Rainforest rangers Puzzling Plants Rainforest Uncovered Eden Virtual Workshops: Rainforest Signals and Senses, Rainforest Connections Eden/Harmony EOL: What will we learn on our Rainforest Adventure? Eden teaching resources/lesson Plans: Rainforest Arrangers (identification and classification) Rainforest Super Senses (uses AI to compare human senses with super senses of animals in the rainforest)			Eden-led workshop: Climate Culture Eden Virtual Workshop: Climate Response Eden teaching resources/lesson Plans: film: Explaining climate change Climate Response – Doers, Shoppers, Learners Shouters (CPD/Guide: Education at a Time of Emergency)

Spring 2			<p>Eden talks/tours: The making of Eden (China Clay, Giant Biomes, Giant plants) Eden places: Sky Pit (Eden) and Sky Tip Giant Eve (in wild Cornwall) Giant plants/leaves in the rainforest biome Giant Biome – biggest greenhouse</p>	Stories to share	<p>Eden teaching resources/lesson plans: Our sustainable school</p>		<p>Eden teaching resources/lesson plans: Paradise Pastures – working scientifically to investigate biodiversity in the school grounds (6 lessons)</p>	<p>Eden teaching resources/lesson plans: Sow for Success</p>
Summer 1	<p>Eden teaching resources/lesson plans: Wildflowers in schools - from seeds to seeds</p>	<p>Eden-led workshop: The Rainbow Route Ready-Steady Sow Eden teaching resources/lesson plans: Natures colours Eden EXPLORIFY Resources: Plant Take-away, Pitcher, Useful Parts of Plats Eden Places: Biomes and all productive gardens Eden tour: Growing Point nursery</p>	<p>Eden-led workshops: Ready, Steady, Sow Green Machines, Building in Brazil Eden teaching resources/lesson plans: Wildflowers in schools (lots of resources!) Eden Places: lots of different garden areas (compare Malaysian House Garden with Cornish Garden) Eden talks/tours: How can we be garden designers? Eden tours: Growing point nursery - The National Wildflower Centre</p>	<p>Eden teaching resources/lesson plans: Wildflowers in schools. Bees lesson. Eden Exhibits: Observation Cornish Black Bee Hives</p>	<p>Eden teaching resources/lesson plans: Darkness Dwellers</p>	<p>Eden talk/tours: Renewable energy on the Eden site: Solar and Geothermal</p>	<p>Sky-led: Explore past photos of Eden, consider what used to be here and where it went.</p>	
Summer 2	<p>Eden-led workshop The Rainbow Route Eden lesson plan: Minibeast Trackers</p>	<p>Eden-led workshop: Tom and the Bees (bespoke to Sky) Eden Tour: The National Wildflower Centre Rockpool ramble</p>		<p>Eden Links: Morecambe Bay Planning support: Eden Education Team</p>		<p>Eden teaching resources/lesson plans: Eden EXPLORIFY resources: Liquid of Life</p>		<p>Eden Virtual Lessons: Sussing Sustainability, Eden Enterprise Challenge Eden teaching resources/lesson plans: Our sustainable school</p>