

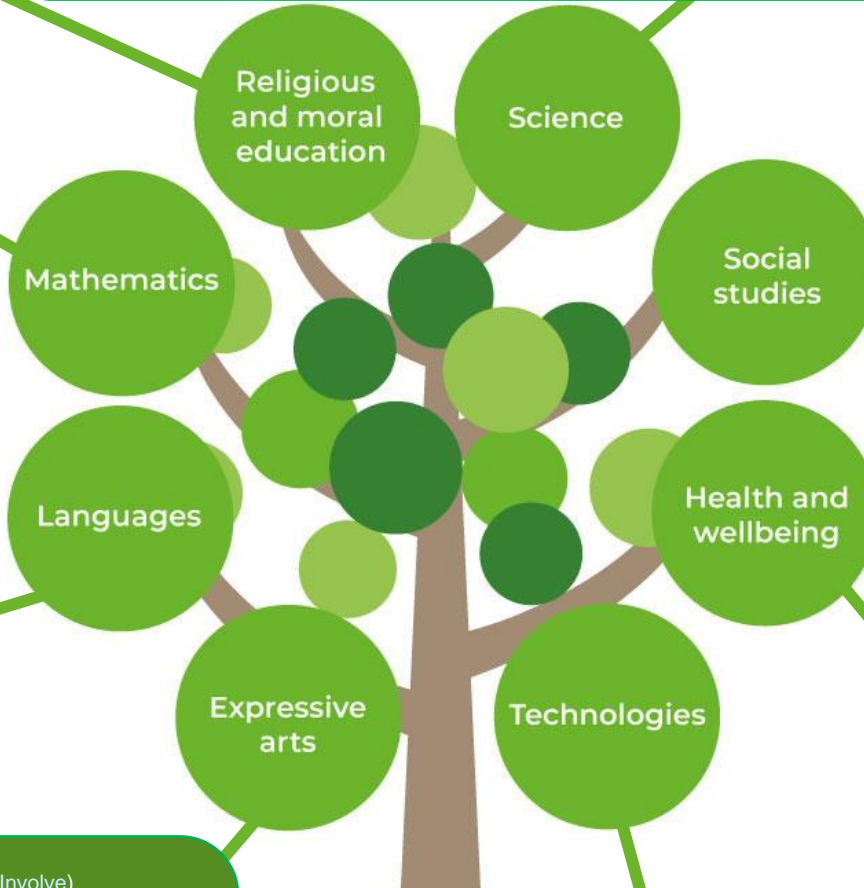
RME 1-09b Taking part in the [Forest Committee](#); learning to cooperate with others and care about nature. [Action Planning](#): dividing actions up fairly.
RERC 1-01a Spending time connecting with nature, experiencing how precious all living things are.

MNU 1-03a, 1-20a-b, 1-21a Complete a biodiversity survey, counting different types and numbers of animals and plants and create a display of the data you collect.
MNU 1-10a Record timings of things happening in the natural world during the day, such as the sun setting in winter or flower petals opening in summer.
MNU 1-11a Measure the [height of a tree](#).
MNU 1-13a, 1-19a Look for complicated symmetrical patterns in nature, such as flower petals. Copy the pattern, then create your own.
MNU 1-17-18a Make a grid reference map of an outside space with a path to a destination and describe the directions to get there.

LIT 1-01a, 1-04a, 1-07a, 1-11a, 1-13a-14a, 1-16a, ENG 1-12a, 1-17a, 1-19a, LGL 1-01a, 1-05a, 1-07a-11a, GAI 1-12a, 1-17a, 1-19a Select English or Gaelic texts from our [LEAF reading list](#) or [A Year of Tree Stories](#) to read with children with discussion afterwards. LIT 1-10a, 1-20a-26a, 1-28a-29a, ENG 1-31a, LGL 1-12a-13a GAI 1-31a Discuss one of the stories from the [LEAF reading list](#) and invite children to make up their own story about a forest or natural place.
Or learn about [Forest myths and stories](#) and create your own.

EXA 1-01a Hold an assembly on a LEAF topic ([Inform and Involve](#))
EXA 1-02a-05a, 1-07a Use natural materials to make natural art such as [Land Art](#), then talk about what you think about each other's natural art.
EXA 1-01a, 1-08a-11a Create a dance routine in local greenspace using natural surroundings as your inspiration, perform the routine then review your and each other's routines.
EXA 1-01a, 1-12a-15a Create a story based in a forest environment, act it out then reflect on your performances.
EXA 1-01a, 1-16a-19a Use [Music from Forests](#) to get inspired, create your own music from natural items, record and share your music then reflect on your performances.

SCN 1-01a-02a Learn about [food chains](#) and how animals are all interlinked.
SCN 1-03a [Biodiversity planting](#) or [Tree planting](#).
SCN 1-05a, 1-15a Try the [water tarpaulin](#) activity, seeing how water moves through the landscape.
SCN 1-06a Spend time outside lying down, observing the sky. Look at the position of the sun in the sky at different times of the year and relate this to the seasons and what animals and plants are doing.
SCN 1-07a Use natural objects found outside to see how forces act on them, such as blowing on a leaf, pushing a stone down different inclines.
SCN 1-11a, 1-15a Try [Music from Forests](#) to inspire you to create your own sounds from natural items.
SCN 1-12b When outside, in a natural area, play 5-4-3-2-1: try to find 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell and 1 thing you can taste. Think about what wild animals can sense that you cannot using our [Imagine you are a...](#) activity.



SOC 1-01a-02a, 1-07a, 1-13a-16a Get to know your local area, including talking to local people about your area in the past and their roles in the community. Consider how your local area meets your needs and create maps of your local area.
SOC 1-02a-4a, 2-07a-8a Use our [Gaelic Tree Alphabet](#) resource to learn about the historical significance of trees in Gaelic culture.
SOC 1-03a-04a Find out how early societies lived in forests and use historical evidence to recreate a story about their lives.
SOC 1-08a Taking in part in any LEAF activity that involves encouraging others to care for the environment. Use our [LEAF social script](#) to help explain LEAF to pupils.
SOC 1-09a Learn about food produced in forests (on land and underwater).
SOC 1-12a-b Record weather whilst outdoors and consider how weather affects human, animal and plant life around the world.
SOC 1-18a [Action Planning](#) for LEAF.

HWB 1-01a, 1-02a, 1-04a Connect to nature and improve mental wellbeing using our [54321](#) activity or try [Barefoot walking](#).
HWB 1-09a Learn about [forest conflicts](#), including our rights and responsibilities when in a forest. Take this further by learning from the [Scottish Outdoor Action Code resource pack](#), then [Create your own code](#).
HWB 1-11a-14a Taking part in [Forest Committee](#) and associated activities.
HWB 1-15a-18a Learn about the [Benefits and risks of being outdoors](#).
HWB 1-20a Learn about careers associated with forests.
HWB 1-21a-24a Make up an active game using natural materials found in forests. Play the game and talk about how it went after.
HWB 1-25a Sports and other physical activity taking place outside.
HWB 1-29a-35a Find out what food comes from forests then cook and eat some.

TCH 1-01a-02a Using digital tools to identify species for biodiversity surveys or other nature identification activities.
TCH 1-04a, 1-04c Find out what food comes from forests then cook and eat some.
TCH 1-06a-07a Find out which products that you use come from forests from [what wood I see](#). Then try to reduce, reuse and recycle these products. You could even [make your own recycled paper](#).
TCH 1-10a-11a Select appropriate natural materials to create sketches to represent ideas.