

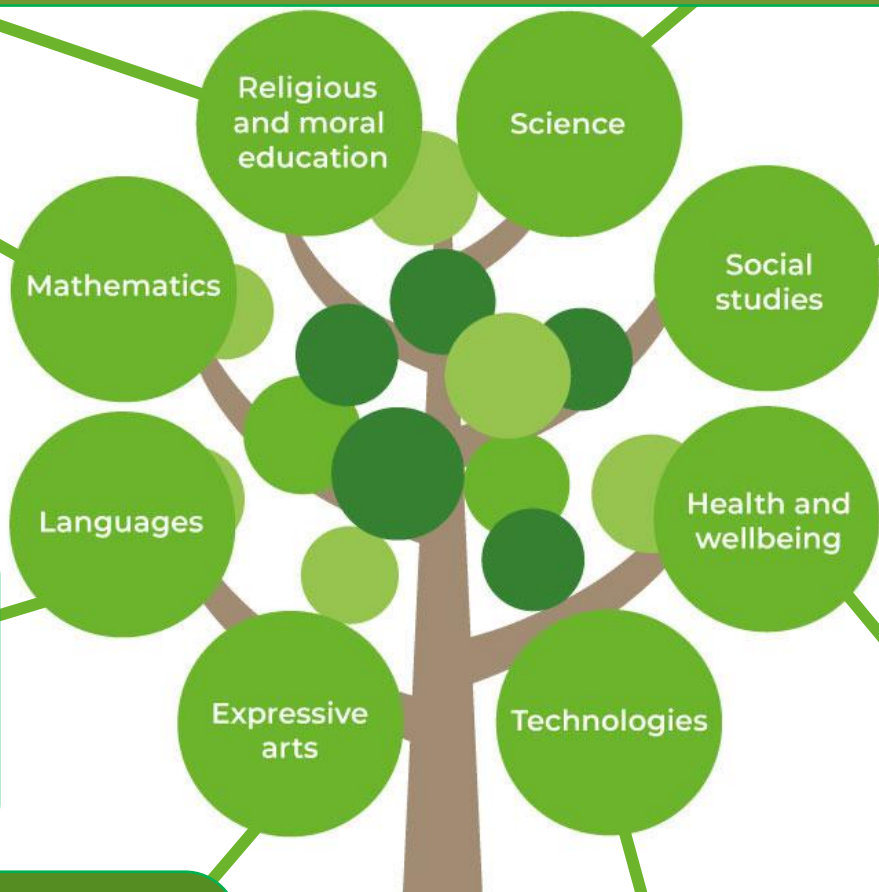
RME 2-05b, 2-09c Taking part in the [Forest Committee](#): learning to cooperate with others, valuing and respecting their opinions. [Action Planning](#): dividing actions up fairly.  
RERC 2-01a Spending time connecting with nature, experiencing how precious all living things are.

SCN 2-01a, 2-14a Complete a biodiversity survey, identifying and classifying the species you find, then discuss their life cycles.  
SCN 2-01a-02a Learn about [the web of life](#) and how animals and plants are all interlinked.  
SCN 2-02b Complete the [What wood I see](#) activity to learn about all the different products that come from trees.  
SCN 2-02b, 2-05a, 2-18a Try the [How trees prevent flooding and pollution](#) activity, seeing how trees clean water as part of the water cycle.  
SCN 2-03a [Biodiversity planting](#) or [Tree planting](#), including the use of organic fertilisers.  
SCN 2-07a Use natural objects found outside to see how they move when dropped or pushed down a slope and try to work out ways to make them move more efficiently.  
SCN 2-11a Complete the [Imagine you are a...](#) activity then consider how animals communicate with sound, especially when it cannot be heard by humans.  
SCN 2-12b When outside, discuss what you can identify with your sensory organs, how each sense works and how that makes you respond.

MNU 2-01-3a, 2-07a, 2-11a Calculate the carbon content of a tree in [What are trees made of?](#)  
MNU 2-03a, 2-20a-b, 2-21a Complete a biodiversity survey, counting different types and numbers of animals and plants and create a display of the data you collect.  
MNU 2-10b Record timings of things happening in the natural world, such as the sun setting in winter or leaf buds opening in spring and suggest which unit of time is best to use for each measurement.  
MNU 2-11a-b Measure the [height of a tree](#).  
MNU 2-13a, 2-19a Look for how complicated number patterns appear in nature, such as the Fibonacci sequence. Draw the patterns created from these sequences as they appear in nature.  
MNU 2-17a-d, 2-18a Create a scaled grid reference map of an outside space with a path to a destination and describe the directions to get there, including compass points and angles for your directions.

LIT 2-01a, 2-04a, 2-07a, 2-11a, 2-13a-14a, 2-16a, ENG 2-12a, 2-17a, 2-19a, LGL 2-01a, 2-07a-10a, 2-11a-c GAI 2-12a, 2-17a, 2-19a Use [our LEAF reading list](#) of English or Gaelic texts for pupils to select texts to read, with discussion afterwards.  
LIT 2-10a, 2-20a-26a, 2-28a-29a, ENG 2-27a, 2-31a, LGL 2-12a-13a, GAI 2-27a, 2-31a Discuss one of the stories from the [LEAF reading list](#) and invite pupils to create their own piece of writing about a forest or natural place.  
Or learn about [Forest myths and stories](#) and create your own.

EXA 2-01a Hold an assembly on a LEAF topic ([Inform and Involve](#))  
EXA 2-02a-05a, 2-07a Use natural materials to make natural art such as [Land Art](#), then talk about what you think about each other's natural art.  
EXA 2-01a, 2-08a-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 2-01a, 2-12a-15a Create a story based in a forest environment, act it out then reflect on your performances.  
EXA 2-01a, 2-16a-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.



SOC 2-01a, 2-08a, 2-10a Learn about the historical importance of your [local trees and forests](#) and share their stories.  
SOC 2-02a-4a, 2-07a-8a Use our [Gaelic Tree Alphabet](#) resource to learn about the historical significance of trees in Gaelic culture.  
SOC 2-03a-04a Find out how early societies lived in forests and use historical evidence to compare how they lived to how we live today.  
SOC 2-08a Taking in part in any LEAF activity that involves encouraging others to care for the environment.  
SOC 2-08b Investigate local or national land use developments that involve tree felling and consider how these impact local communities.  
SOC 2-12a Record your local weather and compare it to another part of the world, considering how weather affects human, animal and plant life in both areas.  
SOC 2-18a [Action Planning](#) for LEAF (voting on what to focus on).

HWB 2-01a, 2-02a, 2-04a Connect to nature and improve mental wellbeing using our [54321](#) activity or try [Barefoot walking](#).  
HWB 2-09a 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 2-11a-14a Taking part in [Forest Committee](#) and associated activities.  
HWB 2-15a-18a Learn about the [Benefits and risks of being outdoors](#).  
HWB 2-20a Learn about careers associated with forests.  
HWB 2-21a-24a Design a physical activity using natural materials found in forests. Carry out the activity and talk about how it went after.  
HWB 2-25a Sports and other physical activity taking place outside.  
HWB 2-29a-35a Investigate what food comes from forests then cook and eat some.

TCH 2-01a-02a Use digital tools to identify species for biodiversity surveys or other nature identification activities.  
TCH 2-04a, 2-04c-d Find out what food comes from forests then cook and eat some.  
TCH 2-06a-07a Find out which products that you use come from forests (you could try [what wood I see](#)) then consider how these can be produced and used sustainably. You could even [make your own recycled paper](#).  
TCH 2-10a-11a Select appropriate natural materials to create graphic design projects.