

RME 3-02b Taking part in LEAF activities to benefit your community.  
 RME 3-05a-b, 3-09b Taking part in the [Forest Committee](#): learning to cooperate with others, valuing and respecting their opinions. [Action Planning](#): dividing actions up fairly.  
 RERC 3-01a Spending time connecting with nature, experiencing how wonderful all living things are.

SCN 3-01a Complete a biodiversity survey, identifying and classifying the species you find, then discuss differences you find between different areas.  
 SCN 3-01a-02a Learn about [the web of life](#) and how animals and plants are all interlinked.  
 SCN 3-02a, 3-05b Try the [How trees prevent flooding and pollution](#) activity, seeing how trees affect our weather and climate.  
 SCN 3-03a [Biodiversity planting](#) or [Tree planting](#), including the use of organic fertilisers. Grow your own food crops and investigate the difference between organic and man-made fertilisers.  
 SCN 3-05a-b Try the [What are trees made of?](#) activity, including how trees capture CO<sub>2</sub> from the atmosphere and the discussion on forests and climate.  
 SCN 3-07a Use natural objects found outside to see how they move and try to work out ways to make them move more efficiently, by reducing friction.  
 SCN 3-13a Investigate the appearance of plant, animal and microbial cells under the microscope and consider how their structure relates to their function.  
 SCN 3-18a Measure the pH of local soils and compare this to what species are growing in the area. Consider how pH affects plant growth.

MNU 3-03a, 3-20a-b, 3-21a Complete a biodiversity survey, counting different types and numbers of animals and plants and create a display of the data you collect.  
 MNU 3-10a Investigate the speed of travel of wild animals and work out how long it will take them to cover different distances, or how far they can travel in a given time.  
 MNU 3-11a Measure the [height of a tree](#).  
 MNU 3-13a, 3-19a 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 3-17a-c, 3-18a 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 3-01a, 3-04a, 3-07a, 3-11a, 3-13a-14a, 3-16a, ENG 3-12a, 3-17a, 3-19a, LGL 3-01a, 3-07a-10a, 3-11a-b GAI 3-12a, 3-17a, 3-19a Use our [LEAF reading list](#) of English or Gaelic texts for pupils to select texts to read, with discussion afterwards.  
 LIT 3-10a, 3-15a, 3-20a-26a, 3-28a-29a, ENG 3-27a, 3-31a, LGL 3-12a-13a, GAI 3-27a, 3-31a 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 3-01a-b Present an assembly on a LEAF topic ([Inform and Involve](#))  
 EXA 3-02a-04a, 3-07a Use natural materials to make natural art such as [Land Art](#), then discuss what you think about each other's natural art.  
 EXA 3-01a, 3-08a, 3-11a 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 3-01a, 3-12a, 3-14a-15a Create a story based in a forest environment, act it out then reflect on your performances.  
 EXA 3-01a, 3-16a-17a, 3-19a Use [Music from Forests](#) to get inspired, create your own music from natural items, record and share your music then reflect on your performances.

TCH 3-01a-02a Use digital tools to identify species and for data analysis during biodiversity surveys.  
 TCH 3-04a, 3-04c Find out what food comes from forests then cook and eat some.  
 TCH 3-06a-07a Find out which products that you use come from forests (you could try [what wood I see](#)) then consider the impact of producing these products and how they could be produced and used more sustainably. You could even [make your own recycled paper](#).  
 TCH 3-10a-11a Select appropriate natural materials to create graphic design projects.

SOC 3-01a, 3-08a, 3-10a Learn about the historical importance of your [local trees and forests](#) and share their stories.  
 SOC 3-02a-4a, 3-08a Use our [Gaelic Tree Alphabet](#) resource to learn about the historical significance of trees in Gaelic culture.  
 SOC 3-03a-04a Find out how early societies lived in forests and use historical evidence to compare how they lived to how we live today.  
 SOC 3-08a Investigate local or national land use developments that involve tree felling and consider how these impact local communities and what can be done to mitigate their impact.  
 SOC 3-10a Investigate natural environments in Scotland different to those in your local area and compare to your local area.  
 SOC 3-12a Record your local weather and compare it to previous years to see how your local climate is changing. Consider how these changes effect humans and nature in your local area.  
 SOC 3-20a Include environmental issues in enterprise activities.

HWB 3-01-02a, 3-04a Connect to nature and improve mental wellbeing using our [54321](#) activity or try [Barefoot walking](#).  
 HWB 3-09a 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 3-11a-14a Taking part in [Forest Committee](#) and associated activities.  
 HWB 3-15a-18a Learn about the [Benefits and risks of being outdoors](#).  
 HWB 3-20a Learn about careers related to forests.  
 HWB 3-21a-24a Design a group physical activity using natural materials found in forests. Carry out the activity and discuss how it went after.  
 HWB 3-25a Sports and other physical activity taking place outside.  
 HWB 3-29a-34a Investigate what food comes from forests then cook and eat some, following key nutritional requirements.

