

<p>Topic Name – Enchanted Woodlands</p> 	<p>Year Group - Year 1 Autumn 1 Topic Purpose Question – What is happening to our woodlands?</p>	<p>Curriculum Coverage: Science Topic Purpose – Looking more closely at natural constructed world around them and to be encouraged to be curious and ask questions about what they notice.</p>	<p>Class Novel: The Enchanted Wood. Purpose- Topic specific vocabulary as well as reading a novel by a classic author.</p>
<p><u>Links to previous topics.</u> EYFS - Once Upon a Time</p> <p><u>Links to future topics.</u> Year 2 Scented Garden Year 2 Coastlines Year 2 Street Detectives Year3 Predators</p>	<p>Science Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Activity: Explore trees on trip and in the school ground discuss whether deciduous and evergreen. Sort images into groups. Purpose Question Love to investigate: How do leaves change?</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees. Activity: Identify the leaves, flower, petals, seeds, roots and explain their job and purpose. Purpose Question Love to investigate: What's in a bud?</p> <p>Observe closely, using simple equipment. Activity: Measure the circumference of a tree. Use a range of non-standard measures to compare sizes of different trees, including string, hands and blocks. Make the comparisons fair by measuring each tree at the same height, perhaps at the base or at head height.</p> <p>Identify and classify. Activity: Sort pictures of animals into those that live in a woodland habitat and those that live in their homes and local environment. See if they can find any that live in both places. Find out more by reading non-fiction books together and independently.</p> <p>Key Vocabulary: Deciduous, evergreen trees, leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem, wood, survival, water, air, seeds, bulbs, water, light, temperature, growth, living, dead, woodland.</p>	<p>Geography Skills and fieldwork. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps; and use and construct basic symbols in a key. Activity: Picture map of imaginary woodland.</p> <p>Key Vocabulary: City, Urban, Human feature, Physical feature, Left, Right, Landmarks, Aerial, Environment, Key, Symbol, location.</p>	
<p>Engage Stage Visit a local woodland to enjoy an outside walk, using their super senses to observe nature's beauty and magic. In a small bag, collect fallen treasures they find along the way. Encourage the children to describe their surroundings and take digital photographs of interesting things, such as tree bark, leaves of different shapes and sizes, wildflowers or nuts and seeds. Maybe leave some fantasy items for children to find: miniature slippers, a weeny pair of wings, a tiny bowl, a sprinkle of fairy dust, or a mysterious little spell book.</p>			
<p>Computing Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</p> <p>Use logical reasoning to predict the behaviour of simple programs. Activities: See computing planning. Key Vocabulary: log on, log off, keyboards, keys, mouse, click, button, double click, algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise.</p>		<p>PE Participate in team games, developing simple tactics for attacking and defending. Activity: Team game Play owl's a hunting etc..</p> <p>Perform dance using simple movement patterns. Activity: Dance move like a tree and flower.</p>	<p>Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Experiment with, create, select and combine sounds using interrelated dimensions of music.</p> <p>Activities: Unit 1 Ourselves (Exploring Sounds) Unit 3 Animals (Pitch)</p>
<p>Art Sculpture About the work of a range of artist's craft makers and designers, describing the differences and similarities between the different practices and disciplines, and making links to their own work.</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use a range of natural materials, such as straw, wool, twigs, sticks, pebbles, pine cones and leaves, to create transient art. For inspiration, look at the work of the artist, Andy Goldsworthy, describing what they like or find interesting about his work.</p>	<p>PSHE Being Me in my World. Special and Safe My Class Rewards and Consequences Building the school vision statement Black History Month</p> <p>Key Vocabulary: Safe, special, calm, belonging, special, rights, responsibilities, rights and responsibilities, Learning Charter, rewards, proud, consequences, upset, disappointed</p>	<p>RE Theme: Creation Story.</p> <p>Key Question: Does God want Christians to look after the world?</p> <p>Religion: Christianity.</p> <p>Disposition: Caring for Others, Animals and the Environment.</p>	<p>Writing focus connected to topic Information texts (Non-chronological reports) – leaflet about trees (3 weeks)</p> <p>Extended/linked reading</p>

Key Vocabulary: Model, cut, stick, fold, bend, attach, statue, roll, join, slip, impress, malleable, knead, sculpt, sculpture, texture, construct, recycled.

