


<p>Topic Name – Woodlands Disposition: Developing Compassion: Caring for Others, Animals and the Environment.</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: Selection of Julia Donaldson books. Purpose- The children to use the book to complete oracy work by talk through reading.</p>
<p>Links to previous topics. EYFS - Once Upon a Time</p> <p>Links to future topics. Year 2 Global Gardens Year 2 The Coast Year 2 Handsworth Now and Then Year3 Predators of the World</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: Look at maps of Sandwell Valley – what features can you recognise? How do these maps help us to understand our local area?</p> <p>Key Vocabulary: City, Urban, Human feature, Physical feature, Left, Right, Landmarks, Aerial, Environment, Key, Symbol, location.</p>	
<p>Engage Stage Sandwell Valley Experience 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</p> <p>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 Games (Hit, Catch and Run) Able to hit objects with hand and bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.</p> <p>Dance (Hakka) – PPA To be able to dance with a 4/8 beat count. Start to describe the Haka. Begin to perform in a group.</p>	<p>Music PPA – see separate planning.</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>Key Vocabulary: Model, cut, stick, fold, bend, attach, statue, roll, join, slip, impress, malleable, knead, sculpt, sculpture, texture, construct, recycled.</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 See writing map.</p> <p>Extended/linked reading</p> 