


<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 – Science</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 Year 3 Extreme Earth Year 4 Potions Year 4 Mountains</p>		<p>Science Plants Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>		<p>Geography Map Skills An introduction to maps. In this lesson pupils learn that maps and plans are representations of space in two dimensions and flat images. The main activity involves pupils creating a plan of their classroom, thinking about the relative position of different objects in the room, and representing 3-D space in a 2-D diagram.</p> <p>Features – Physical and Human Enquiry Question: What is it like where I live? Lesson 1: What are different features? What is a physical feature? What is a human feature? Lesson 2: Local human and physical features. Lesson 3: Physical and human features around the school.</p> <p>Key Vocabulary: Map, Land, Sea, Mountain, Hill, Town, City, House, Road</p>
<p>Engage Stage</p> <p>Visit the local park 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.</p>		<p>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 , petals, roots, bulb, seed, trunk, branches, stem, wood, growth, living, dead, woodland.</p>		
<p>Computing Delivered through Junior Jam iCommunicate - iSkills Lite Level 1 Through real-life examples—such as schools, shops, hospitals and the police—they will examine the choices we make and the responsibilities that come with using technology. See separate planning</p>			<p>PE Games (Hit, Catch and Run) – Sports Coach Led Able to hit objects with hand and bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects. Key Vocabulary: Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw</p> <p>Dance - Teacher Led Unit 1 of the PE Hub Planning</p>	<p>Music Delivered through Junior Jam Classjam Lite Level 1 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, sculpt, sculpture, construct, recycled.</p>		<p>Oracy Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> • I think... • I know... • I believe... <p>Build - Adds to or builds on an idea.</p> <ul style="list-style-type: none"> • Also... • And... • Building onto what ___ said... <p>Challenge – disagree or present an alternative argument.</p> <ul style="list-style-type: none"> • I don’t think... • Have you thought about ___? • I disagree with... 	<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>PSHE Being Me in my World. Special and Safe My Class Rewards and Consequences Building the school vision statement Black History Month Meet My Brain</p>



