

Unit planner: What lives in the woods? Year 1 5 Weeks

<p>Lead Subjects: Science, Literacy, DT</p> <p><u>National curriculum subject</u></p> <p><u>Writing</u> Pupils should be taught to: Write sentences by saying out loud what they are going to write about. Say sentences out loud before writing them. Write sentences, sequencing them together to form short narratives. Discuss what they have written with the teacher or other pupils. Read their work out loud. Sit correctly at a table and hold a pencil comfortably. Form legible letters using a cursive script if possible.</p> <p><u>Science</u> Pupils should be taught to: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of birds.</p> <p><u>Design and Technology</u> Pupils should be taught to: Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials including materials, components including construction, textiles and ingredients.</p> <p><u>Geography</u> Pupils should be taught to: Ask simple geographical questions. Use simple observational skills. Use simple maps of the local area. Name, describe and compare familiar places (Lily Marriott park).</p> <p><u>Computing</u> Pupils should be taught to: Recognise common uses of information technology in the home and school. Use technology purposefully to create digital content.</p>	<p>Starter: Visit to Lily Mariott Park</p> <p>Objective: Why are the woods an interesting place to be?</p> <ul style="list-style-type: none"> • Retell Little Red Riding Hood story • Explore traditional tales (including LRRH) feature woods/forest • Compare photos of woods; what are they like? What might you expect to see? <p>Objective: What plants and trees will we find in the woods?</p> <ul style="list-style-type: none"> • Identify and name a common variety of plants (deciduous/evergreen) • Plant hunt around school • Diagram of different parts of a plant • Compare and contrast • Grouping plants <p>Objective: Can you name some animals and birds that live in the woods?</p> <ul style="list-style-type: none"> • Identify and name a variety of birds using photos / videos • Label different parts of a bird • Attract birds to school by making bird tables • Food chains - who eats who in the woods? <p>Pupil led learning:</p> <ul style="list-style-type: none"> • Entry Ticket / Exit Ticket - KWL <p>Reflection: Wildlife documentary</p> <ul style="list-style-type: none"> • Produce a film in the style of David Attenborough explaining the wildlife they have found in the woods (Teacher to edit) • Children to take photos of wildlife using Ipads • Children to use simple tools to create pictures of animals using 2paint 	<p>Outcome: Filming wildlife style documentary</p> <ul style="list-style-type: none"> • How do we stay safe in the woods? Write rules. • Wanted poster for the wolf • Making vegetable soup to take to grandma <p>Making a scarecrow Making bird feed-suet</p>	
<p>Text types:</p> <ul style="list-style-type: none"> • Narrative - Traditional tales • Instructions / Rules • Lists • Wanted poster • Character description 	<p>Literature:</p> <ul style="list-style-type: none"> • Little Red Riding Hood • Goldilocks • Hansel and Gretel • In the woods 	<p>ICT:</p> <ul style="list-style-type: none"> • Photos- Ipads • 2simple paint • Seesaw 	<p>Assessment Opportunities:</p> <ul style="list-style-type: none"> • Writing opportunities linked to literacy • Language used to describe what lives in the woods

