

Unit planner: What lives in the woods? Year 1 4 Weeks

<p>Key Concepts: Power, Justice, Empathy, Home, Curiosity, Friendship, Morals, Fairness, Conflict</p>	<p>Intent: To create a genuine enthusiasm and curiosity for the world around them. Pupils will be encouraged to make observations and from those observations draw educated conclusions on why things happen.</p>	
<p>National Curriculum statements (Target Tracker)</p>	<p>Starter: Walk around school grounds/woods</p>	<p>Outcome: Filming wildlife style documentary</p>
<p>Pupils will be taught to - <u>Science</u> Ask simple questions and recognise that they can be answered in different ways. Identify and classify. Use his/her observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Identify and name a variety of common birds. 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. <u>Art</u> Use artwork to record ideas, observations and experiences. Experiment with different materials to design and make products in two and three dimensions. Know the names of tools, techniques and elements that he/she uses. (Art and Design) Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. Explore mark-making using a variety of tools. <u>Computing</u> Recognise common uses of information technology in the home and school environment. Use technology purposefully to create digital content. <u>Design and Technology</u> Talk about what he/she eats at home and begin to discuss what healthy foods are. Use simple tools with help to prepare food safely. Create simple designs for a product. Use pictures and words to describe what he/she wants to do. Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. Use a range of simple tools to cut, join and combine materials and components safely. Ask simple questions about existing products and those that he/she has made. Build structures, exploring how they can be made stronger, stiffer and more stable. <u>Geography</u> Ask simple geographical questions, Use simple observational skills to study the geography of the school and its grounds. Use simple maps of the local area. Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</p>	<p>Subject: Geography</p> <ul style="list-style-type: none"> Can I go on a plant hunt around school? Can I read a map of the school? 	<p>Map, weather, seasons, key, plan, Autumn, Winter, Spring, Summer, City, Country, Dry, Wet, Dull, Cloudy, Rainy, England, River, House</p>
	<p>Subject: Design & Technology</p> <ul style="list-style-type: none"> Can I make porridge for Goldilocks/ Instruction writing? Can I understand and explain what healthy eating is? Can I attract birds to school by making bird tables / feeders? Can I design and help make a scarecrow? 	<p>Ingredients, mixing, stirring, heat, construct, build, design, purpose, healthy, unhealthy</p>
	<p>Subject: Science</p> <ul style="list-style-type: none"> Can I complete Entry Ticket / Exit Ticket KWL? Can I compare photos of woods; what are they like? What might I expect to see? What does deciduous/evergreen mean? Can I identify and name a common variety of plants? Can I hunt for plants around the school? Can I understand how plants grow and change? Can I complete a tally of different plants? Can I label a diagram of different parts of a plant? Can I compare and contrast plants? Can I group plants? Can I identify and name a variety of birds using photos / videos? Can I label different parts of a bird? Can I understand food chains - who eats who in the woods? 	<p>Woods, trees, comparison, plants, deciduous, evergreen, root, trunk, branch, leaves, plants, identify, variety, growth, changes, observation, stem, flower, petal, contrast, group, birds, wing, beak, tail feather, feet, food chain, predator, prey, food,</p>
	<p>Subject: PSHE</p> <ul style="list-style-type: none"> Can I explore traditional tales / feature woods/forest? 	<p>Good, bad, feelings, like, dislike, choices, families, safety</p>
	<p>Subject: Art</p> <ul style="list-style-type: none"> Can I capture the beauty of the plants? Can I sketch / paint different plants? 	<p>Sketch, draw, paint, brush</p>
	<p>Subject: Computing</p> <ul style="list-style-type: none"> Can I produce a film in the style of David Attenborough explaining the wildlife they have found in the woods? (Teacher to edit) Can I take photos of wildlife using Ipads? Can I use simple tools to create pictures of animals using 2paint? Can I predict what icons do in 2paint? 	<p>Programs, apps, create, predict, 2paint, program</p>

<p>PSHE Know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. Communicate their feelings to others, to recognise how others show feelings and how to respond. Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p>				
	<p>Text types</p>	<p>Literature:</p>	<p>Maths Links</p>	<p>Published Outcomes</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Narrative - Traditional tales • Instructions / Rules • Lists • Character description 	<ul style="list-style-type: none"> • Goldilocks and the Three Bears • Little Red Riding Hood • Hansel and Gretel • Robin Hood 	<ul style="list-style-type: none"> • Tally for Plant hunt 	<ul style="list-style-type: none"> • Traditional Tale on aged paper / calligraphy font • Wanted poster • Attenborough-style documentary • Still life painting
<ul style="list-style-type: none"> • 	<p>Enrichment:</p>			