

A WONDERFUL WORLD: Appreciating God's Creations

Focus Overview

YEAR 1: Forests



At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do

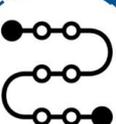
A Wonderful World:
Appreciating God's
Creations



Peace and Conflict: Respect
for all Individuals



A Moment in Time:
Learning from the
Past for Our Future



We are Engineers:
Embracing Technology
to Solve problems



Nurturing Nature:
Engaging and Taking
Responsibility



**Our Place in the
World:** Identity and
Community



A Wonderful World: Appreciating God's Creations Year 1 –

Throughout this focus, children will discover the importance of the world's forests – studying these from different focus points. Through **Geography** children will be able to identify the UK on a world map and identify the location of different forests. Children will also look at the different aspects of a forest including wildlife and habitats. They will also look at the oceans and countries using maps and globes, as well as looking at weather patterns. Through **Art**, children will learn to make natural collages, use pencil skills for sketching and use a range of materials to create pictures of seasonal changes.

They will also learn about how to sketch and make different marks for affect, as well as using their experience and imagination to draw pictures. In **Science**, children will be learning about the structure of plants and trees, identifying and classifying wild and garden plants as well as different types of trees. In **Computing**, children will be exploring the hardware of a computer, its uses in the world, looking at different programmes they might need to use.

Theme Impact

Children will learn to take responsibility for looking after the world around them. Children will focus on how the forest has been treated in the past and what they can do to change and improve this.

Catholic Social Teaching

Children will focus on community and participation, building on the teachings of Year Reception. They are to look at different communities, particularly those of different faiths. What builds their community? Their interests, religion, beliefs and qualities. How can they add to our community for the good of others? How can we help and support those around us?

Curriculum Drivers

Geography

National Curriculum Objectives

Investigate and name the world's oceans
Identify the UK on a world map
Explore weather patterns in the United Kingdom
Use basic geographical vocabulary to refer to and describe key features of locations.
Use world maps, atlases and globes.
Use aerial photographs to recognise familiar places and known landmarks
Use fieldwork and observational skills.

Knowledge and Skills Progression

PK1: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in Australia.

LK1: Name and locate the world's seven continents and five oceans

LK2: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

HPG2: Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

GSF1: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Science

National Curriculum Objective

Identify and classify a variety of wild and garden plants, including deciduous and evergreen.
Identify and describe a plant/tree's basic structure.

Knowledge and Skills Progression

-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.

- observe changes across the four seasons (focus on that season)

WS

-observe closely, perhaps using magnifying glasses, and compare and contrast familiar plants;

-describe how they were able to identify and group them, and draw diagrams showing the parts of different plants including trees.

-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.

- make tables and charts about the weather; and make displays of what happens in the world around them, including day length, as the seasons change

Art

National Curriculum Objectives

Use experiences and ideas as the inspiration for artwork, using a range of materials.
Share ideas using drawing, painting and sculpture.
Observe seasonal changes

Knowledge and Skills Progression

D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks.

D2 draw lines and shapes using different surfaces.

D3 invent lines and shapes in drawing.

D4 to draw from imagination and experience

E1 record and explore ideas from first hand observations.

E3 develop and share their ideas, try things out and make changes.

E4 describe the differences and similarities between different practices and disciplines, and making links to their own work.

Application

How can we do our part in saving the forests?

Children to explore different ways of saving the forests through discussion, posters and voting.

World Land Trust – Buy and Acre Programme.

Wider Curriculum Opportunities

Writing

Traditional Tale

- Gruffalo
- Find other stories with a forest setting e.g. Red Riding Hood

Poems with a structure e.g. rhyme

- Children to describe what they can hear/see in the forest
- Children to describe what habitats/ wildlife are found in the forest

Reading

The Gruffalo

Last Tree in the City

World Land Trust – information and videos

The Gruffalos Child

The very hungry caterpillar

Computing – application of previously taught skills

IT3 Know different hardware components of a computer (e.g. mouse, keyboard, monitor, webcam)

IT1 Explain what a computer is and common uses for computers

IT2 Know computers can't think, but do follow instructions.

IT4 Use a mouse, trackpad (including left click, right click, double click and drag) and keyboard (including use of shift, space, enter, cursor and delete keys)

IT5 Log on to the school network and open programs

IT6 Shutdown computer safely

IT7 Know that a word processor can produce documents with text

Enrichment

Wyre Forest – Gruffalo Hunt

Botanical Gardens – explore plants

Use of Forest School

Home Learning

Research:

Different types of trees

Different forests

Habitats and wildlife that live in a forest

Reasons for deforestations

Foods that come from a forest

Evaluation Notes

Stand-alone objectives to be covered this term

PE

Nation Curriculum Objectives

- Extend coordination, flexibility and balance
- Perform short, simple movements patterns
- Watch other and say what they liked about a performance.
- Engage in competitive activity against self and others
- Master basic running, jumping and throwing skills

Knowledge and Skills Progression

Dance

Confident to explore space within their dances and movements

Recognise that dances can have themes and stories

Perform basic body actions along with music

Use different parts of the body, combine arm and leg actions

Perform with an awareness of body shape required

Remember and repeat simple movement patterns

Move with control and show spatial awareness

With help, compose a basic movement phrase

Work with a partner

Engage with the class to perform marching sequence and canon

Key vocab: twist, turn, forwards, backwards, sideways, slowly, quickly, sequence, jumps, travelling

Run, Jump, Throw

Suggest links between types of exercises e.g. training speed for different jumping activities.

Demonstrate awareness for the need to improve.

Select correct skill for the situation.

Can start and stop at speed, run in straight lines using a variety of speeds.

Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.

Handle and throw a variety of different objects and attempt to throw for distance.

Copy and repeat basic movements for extended periods of time developing stamina.

Demonstrate some core strength to hold a variety of shapes and positions.

Move a variety of objects quickly showing a range of techniques.

Developed agility and coordination skills to competently take part in a range of activities.

Work partner to help improve their performance

Participate as part of a team to compete in running relays

Key vocab: jump, run, walk, throw, ladders, hurdles, standing long jump, aim, target.

Cooking in the Curriculum

Dips and Dunkers