



Key Questions: What would you find in the woods?

Curriculum enrichment: Trip to Howsham Mill

English Links: e.g. Class Novel / Cross-curricular Writing: poetry linked to “The Lost Words” by Robert Macfarlane, “Enchanted Wood” by Enid Blyton, recount about our trip to Howsham Mill, non-chronological report about woodland, nocturnal animals.

Science (Science day on Monday 11th March)

Content: Classification of trees and plants, investigate, identify and explain the different parts and functions of a plant.

Skills: Working scientifically – perform simple tests, gathering and recording data to help in answering questions, identifying and classifying. **Plants** - 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. Find out and describe how plants need water, light and a suitable temperature to grow and stay. **Living things and their habitats** – Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. **Seasonal change**- observe changes across the four seasons, observe and describe weather associated with the seasons.

Assessment Notes:

Computing

Content: programming BeeBots

Computer Science

- Understand that devices can be controlled by sequences of commands (algorithms).
- Understand that devices carry out instructions contained in a program.
- Use logical reasoning to predict outcomes of series of commands.
- Plan a set of commands to control devices for a specific outcome.
- Control a device through a series of commands.

Assessment Notes:

Art

Content: Artist study of David Hockney.

Skills:

Use a range of materials creatively to design and make products.

Experiment with a variety of media; pencils, crayons, pastels, paint.

Develop a wide range of techniques in using:

Line:

Name, match and draw lines/marks from observations (bold, thin, wavy, straight, broken, zig-zag etc.)

Shape:

Record from observation and draw shapes from observations (oval, long, curvy etc.)

Colour/Pattern:

Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes
(Names of colours and tones, e.g bright, pale, light, dark, deep etc.)

Artist study

Know about the work of a range of artists, craft makers and designers, describe the differences and similarities between different practices and disciplines, and make links to their own work.

Discuss and evaluate their own and others' work

Respond to the work of other artists

Assessment Notes:

PSHE

Content: Democracy (Democracy, British Value), how to care for the environment

Skills:

- Recognise what is fair/unfair, kind/unkind, right/wrong.
- Listen to others, play and work co-operatively.
- Share their opinions and explain their views through discussion.
- Learn what improves and harms their local natural/built environments.

Assessment Notes:

<p>RE</p> <p>Content: What is a Christian and what do they believe? What is the Easter Story and where we can we read it?</p> <p>Skills:</p> <ul style="list-style-type: none"> • tell a Christian story and say some things that Christians believe • talk about some of the things that that are the same and different for different religious people (scared books, places of worship, scared symbols) • talk about what is important to me and to others with respect for their feelings <p>Assessment Notes:</p>	<p>Geography</p> <p>Content: Map work of the woods and school environment</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features. • Devise a simple map; and use and construct basic symbols in a key. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. <p>Assessment Notes:</p>	<p>PE</p> <p>Content: Attacking and defending games and swimming.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Be able to participate in a game with an opposing side • Be able to control a ball within a game setting. • Play a game with a set of rules. • Play as part of a team. • Co-operate with teammates. • Work as a team in order to score goals. • Control a ball accurately. • Hit a ball with some accuracy with a racket or bat. • Throw a beanbag into a given target. • Use both hands and feet in order to control a ball. • Swim competently, confidently and proficiently over a distance of at least 25 metres. • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>Assessment Notes:</p>
<p>Music</p> <p>Content: Pitch-Jack & the Beanstalk-Growing Plants</p> <p>Skills:</p> <ul style="list-style-type: none"> • Continue Sol Fa to include all pentatonic scale • Use Sol Fa hand signs with increasing accuracy to sing short phrases-copying and composing • Building on glissando work last term, play the tuned percussion instruments with increasing precision, hitting each note on in turn to create upward and downward scales on all sizes of instruments • Understand the link between size and pitch • Learn to sing, move to, and play ‘Is Jack Climbing’ • Compose short pieces in pairs using the instruments and scarves to show pitch • Compose a short piece as a class in response to the ‘growing crocus’ film showing awareness of pitch and how this can express the idea of something growing • Circle dance-‘In and Out The Dusty Bluebells’ <p>Assessment Notes:</p>	<p>Forest School</p> <p>Content: Signs of Springtime in the forest and our environment. New Bird Nesting boxes – Put up within school grounds. Visits to Goddards Gardens, links with our local National Trust.</p> <p>Skills</p> <ul style="list-style-type: none"> • Forest School Rules – know, understand, explain • Discuss visible changes to our environment at the onset of Spring eg. weather, new growth, nesting, new born animals, mini-beasts, beginnings of new life • Recognise, find and identify signs of Spring in the forest and elsewhere outside • Search for a suitable safe location to put up our new bird nesting boxes • Understand dangers to nesting birds and their eggs, predators, weather conditions, humans • Goddards Gardens – Explore signs of Spring, new plant growth, flowers, trees in established landscaped gardens. • Compare and recognise the differences and similarities between landscaped gardens and the forest <p>Assessment Notes:</p>	

