

Enchanted Woodland



Year Group: 1/2

Cycle A

Geography

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Art and Design

- Drawing – pencil drawings of patterns in nature
- 3D Work – transient art from natural materials
- Artist Knowledge – Andy Goldsworthy
- Developing ideas - sketchbooks

Climate/Environment

- Importance of trees to the environment; habitats and carbon capture/oxygen production

Computing

- E Safety

Science

- Plants

Design and Technology

- Moving pictures with levers and sliders

Science

National Curriculum (Knowledge and Skills): Pupils should be taught to:

Year 1

- 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

Year 2

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- gather and record data to help in answering questions
- identify and classify
- use their observations and ideas to suggest answers to questions

Suggested Investigation:

Are all leaves the same?

Collect a variety of leaves and discuss whether or not they are the same- think about size, texture etc. Make predictions and suggestions about whether or not they think leaves are the same. Children to describe and draw them.

Climate/Environment Focus- children will also learn:

- The importance of trees to the environment; habitats, oxygen production and carbon capture.

Prior Learning

Forever Firs children working at ARE in Year 1 should already be able to:

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG KUW:TW)

Forever Firs children working at ARE in Year 2 should already be able to:

- See Year 1 statements above

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Year 1 name plant tree	Year 2 Water Light Dark Warm Cool Hot cold same different	Year 1 Identify Describe Common Wild Garden structure question answer gather record identify classify sort label observe observation same different similar	Year 2 Observe describe grow mature plants temperature healthy soil question answer gather record identify classify sort label observe observation similar	Year 1 Evergreen deciduous leaf stem petal root trunk branch	Year 2 Seed Bulb seedling

Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



Geography

National Curriculum: Pupils should be taught about:

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Age Related Subject Skills (Progression Guidance):

Year 1

Using maps

- Use a simple picture map to move around the school
- Use relative vocabulary such as bigger, smaller, like, dislike
- Use directional language such as near and far, up and down, left and right, forwards and backwards

Map knowledge

- Use world maps to identify the UK in its position in the world.
- Use maps to locate the four countries and capital cities of UK and its surrounding seas

Making maps

- Draw basic maps, including appropriate symbols and pictures to represent places or features
- Use photographs and maps to identify features

Year 2

Using maps

- Follow a route on a map
- Use simple compass directions (North, South, East, West)
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Map knowledge

- Locate and name on a world map and globe the seven continents and five oceans.
- Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Making maps

- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
- Use and construct basic symbols in a key

Prior Learning

Forever Firs children in Year 1 working at ARE should already be able to:

Maths; SSM ELG

- Use everyday language to talk about size, weight, capacity, **position, distance**, time and money to compare quantities and objects and to solve problems.
- Recognise, create and describe patterns.
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

UTW; The World ELG

- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Make observations of animals and plants and explain why some things occur, and talk about changes.

Forever Firs children in Year 2 working at ARE should already be able to:

- *See year 1 progression statements above*

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Shop House Bigger Smaller Up Down	Like Dislike Near Far Forwards Backwards	Observation Grounds City Town Factory Office	Environment Bigger Smaller Left Right	Human features Physical features	Picture map

Geography Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 The logo for Firs Primary School is centered on the page. It features a stylized sun or flower icon on the left, composed of several overlapping semi-circular segments in shades of yellow and orange. To the right of the icon, the words "Firs Primary School" are written in a large, light blue, sans-serif font. The word "Firs" is on the top line, "Primary" is on the middle line, and "School" is on the bottom line. Two short horizontal yellow lines are positioned below the word "School", one on each side.			

Art and Design

National Curriculum:

Pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Pupils should be taught:

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Drawing – pencil drawings of patterns in nature
- 3D Work – transient art from natural materials
- Artist Knowledge – Andy Goldsworthy
- Developing ideas - sketchbooks

Age Related Subject Skills (Progression Guidance):

Year 1

Artist Knowledge

- Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.
Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.
- Begin to control the types of marks made with the range of media.
- Draw on different surfaces with a range of media.
- Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.

Developing Ideas (Sketch Books)

- Start to record simple media explorations in a sketch book.

3D Work

- Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.
- Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.
- Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- Impress and apply simple decoration techniques, including painting.

Use tools and equipment safely and in the correct way.

Year 2

Artist Knowledge

- Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.
- Express thoughts and feelings about a piece of art.
- Reflect and explain the successes and challenges in a piece of art created.
- Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.

Drawing

- Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.
- Draw lines/marks from observations.
- Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
- Understand tone through the use of different grades of pencils (HB, 2B, 4B).

Developing Ideas (Sketch Books)

- Use a sketchbook to plan and develop simple ideas.
- Use a sketchbook to plan and develop simple ideas
- Build information on colour mixing, the colour wheel and colour spectrums.
- Collect textures and patterns to inform other work.

3D Work

- Use equipment and media with increasing confidence.

Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... Explore carving as a form of 3D art.

Prior Learning

Forever Firs children working at ARE in Year 1 should already be able to:

Artist Knowledge

- Look and talk about what they have produced, describing simple techniques and media used.

Drawing

- Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.
- Use and begin to control a range of media.
- Draw on different surfaces and coloured paper.
- Produce lines of different thickness and tone using a pencil.

- Start to produce different patterns and textures from observations, imagination and illustrations.

3D Work

- Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.
- Cut shapes using scissors and other modelling tools.
- Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.

Developing Ideas (Sketch Books)

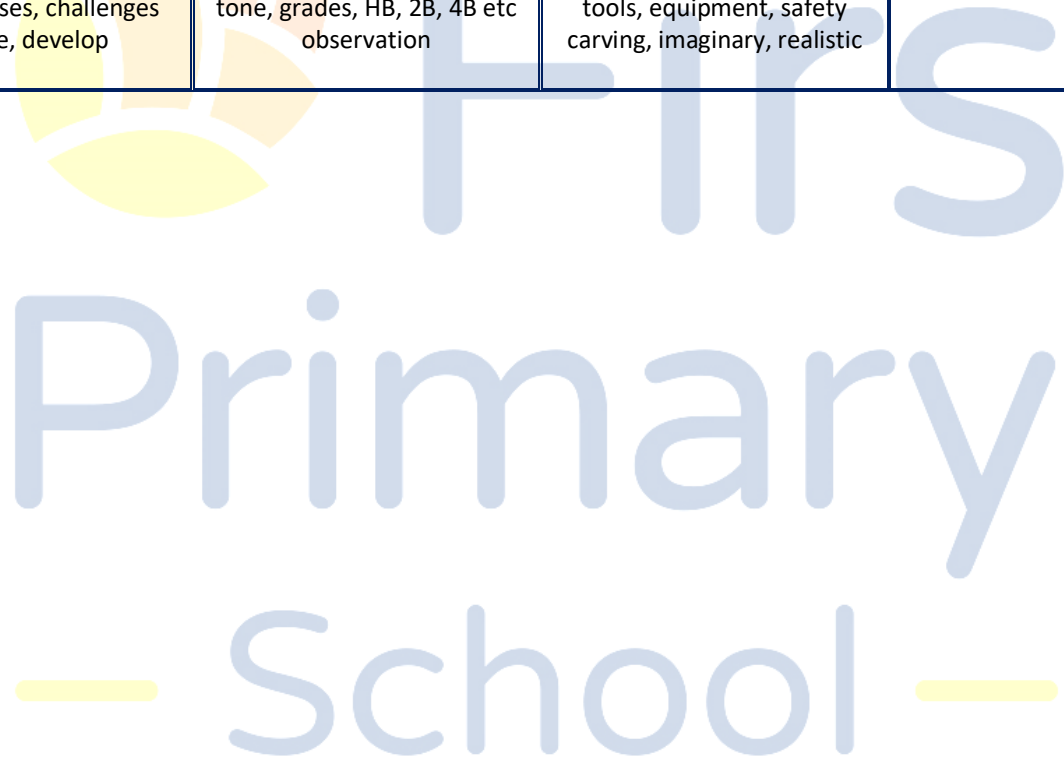
- Look and talk about what they have produced, describing simple techniques and media used.

Forever Firs children working at ARE in Year 2 should already be able to:

- *See progression statements for year 1 above*

Key Vocabulary

Artist Knowledge	Drawing	3D Work	Developing Ideas (Sketch Books)
Like, dislike, describe, similarities, differences, links Explore, comparison, thoughts, feelings, emotions, feelings Successes, challenges Change, develop	pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk hatching, scribbling, stippling, and blending light/dark lines, light/dark shapes, light/dark patterns tone, grades, HB, 2B, 4B etc observation	clay, papier-mache, salt dough, Modroc shape, model observation, imagination rolling, pinching, kneading impress, decoration tools, equipment, safety carving, imaginary, realistic	Record, sketch book, plan, develop Colour mixing, colour wheel, colour spectrum Texture, pattern



Art and Design Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



Design and Technology

National Curriculum: Pupils should be taught to:

- explore and use mechanisms [levers and/or sliders], in their products
- select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Children will make a moving picture linked to an aspect of their topic or key text, which incorporates either a lever or slider.

Age Related Subject Skills (Progression Guidance):

Design

- State the purpose of the design and the intended user
- Explore materials, make templates and mock ups e.g. moving picture / lighthouse
- Generate own ideas for design by drawing on own experiences or from reading

Make

- Select from a range of tools and equipment explaining their choices
- Select from a range of materials and components according to their characteristics
- Follow procedures for safety
- Use and make own templates
- Measure, mark out, cut out and shape materials and components
- Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips, tape and permanent – glue, staples
- Use finishing techniques, including those from art and design

Evaluate

- Talk about their design ideas and what they are making
- Make simple judgements about their products and ideas against design criteria
- Suggest how their products could be improved Evaluating products and components used
- Investigate - what products are, who they are for, how they are made and what materials are used

Technical Knowledge

- Understand about the simple working characteristics of materials and components
- Know the correct technical vocabulary for the projects they are undertaking
- Understand how freestanding structures can be made stronger, stiffer and more stable

Prior Learning - Forever Firs children working at ARE should already be able to:

Physical Development

(40-60 months)

- Use simple tools to effect changes in materials
- Handle tools, objects, construction and malleable materials with safety and increasing control
- Show understanding of how to transport and store equipment safely

(ELG)

- Handle tools and equipment effectively

Expressive Arts and Design

(40-60 months)

- Understand that different materials can be combined to create new effects
- Manipulate materials to achieve a planned effect
- Construct with a purpose in mind, using a variety of resources
- Use simple tools and techniques competently and appropriately
- Select appropriate resources and adapts work where necessary
- Select tools and techniques needed to shape, assemble and join materials they are joining

(ELG)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Key Vocabulary

Tier 1	Tier 2	Tier 3
glue tape scissors	mechanisms tools cutting joining shaping finishing movement evaluate	levers sliders

Design and Technology Assessment

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Computing

National Curriculum:

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies

Key Lines of Enquiry:

- E-Safety

Age Related Subject Skills (Progression Guidance - DDAT):

- Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information
- Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not
- Pupils are introduced to the basics of online searching
- Pupils learn to explore websites and to say whether they like them or not and why

Key Stage 1

Self-identity	<ul style="list-style-type: none"> • I can recognise that there may be people online who could make someone feel sad, embarrassed or upset • If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. 	<ul style="list-style-type: none"> • I can explain how other people may look and act differently online and offline • I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.
Online Reputation	<ul style="list-style-type: none"> • I can recognise that information can stay online and could be copied • I can describe what information I should not put online without asking a trusted adult first 	<ul style="list-style-type: none"> • I can explain how information put online about someone can last for a long time • I can describe how anyone's online information could be seen by others • I know who to talk to if something has been put online without consent or if it is incorrect.
Online Relationships	<ul style="list-style-type: none"> • I can give examples of when I should ask permission to do something online and explain why this is important • I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). • I can explain why it is important to be considerate and kind to people online and to respect their choices. • I can explain why things one persons finds funny or sad online may not always be seen in the same way by others. 	<ul style="list-style-type: none"> • I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. • I can explain who I should ask before sharing things about myself or others online. • I can describe different ways to ask for, give or deny my permission online and can identify who to ask for help if I am unsure. • I can explain why I have a right to say 'no' or 'I will have to ask someone.' I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. • I can identify who can help me if something happens online without my consent. • I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. • I can explain why I should always ask a trusted adult before clicking 'yes' 'agree' or 'accept' online
Online Bullying	<ul style="list-style-type: none"> • I can describe how to behave online in ways that do not upset others and can give examples 	<ul style="list-style-type: none"> • I can explain what bullying is, how people may bully others and how bullying can make someone feel. • I can explain why anyone who experiences bullying not to blame. • I can talk about how anyone experiencing bullying can get help.

Prior Learning

Forever Firs children working at ARE should already be able to:

(40-60 Months)

- Complete a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

(Early Learning Goal)

- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.

Key Vocabulary

Tier 1		Tier 2		Tier 3	
sad	upset	embarrassed	uncomfortable	recognise	trust
frightened	adult	help	information	communicate	consent
	help	incorrect	copied	considerate	permission
		behave	sharing	bully	technology
			blame		risk

Computing Assessment

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