



# Flames Class (KS2) Enchanted Woodland



## What is this theme about?

Pupils will deepen their knowledge about their locality.

They will develop knowledge of British wildlife and woodland habitats. Pupils will observe and identify plants and animals, understand seasonal changes and appreciate the awe and wonder of the woodland and of God's creations. Pupils will be inspired to use their imagination and creativity from learning experiences in woodland settings in our local area.

Pupils will gain an understanding of how being in the natural world can support their own mental health and well-being.

They will have the opportunity to take part in forest school sessions and learn survival skills.

Pupils will begin to understand the vital nature of trees and woodland as the lungs of the Earth and find out ways in which they can support the protection of trees, forests and woodlands.

## KEY AREAS OF LEARNING



### Living things and their habitats – Woodland animals.

#### Y3

- ☺ I can identify that animals need the right types of and amounts of nutrition which they get from what they eat as they cannot make their own food.

#### Y4

- ☺ I recognise that living things can be grouped in a variety of ways.
- ☺ I can explore and use classification keys to help group, identify and name a variety of living things in the local woodland environment.
- ☺ I recognise how changing environments can pose dangers to living things.



### Local History - Alton Castle / Victorians 1837 – 1901

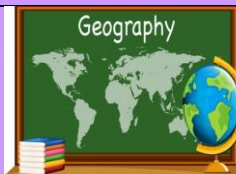
#### Historical knowledge

#### Y3

- ☺ I can find out about the everyday lives of people in the time period studied.
- ☺ I can compare this with our lives today.
- ☺ I can identify reasons for and results of people's actions.

#### Y4

- ☺ I can identify key features of the time period studied and compare with our lives today.
- ☺ I can offer a reasonable explanation for some events.
- ☺ I can communicate my knowledge and understanding in different ways.



### Human/ Physical Geography of the woodland in the Local area

#### Fieldwork /Using Maps

I can use fieldwork to observe, measure and present the human and physical features in the local area using a range of methods, including sketch maps, plans and digital technologies.





I can use the symbols and keys on Ordnance Survey maps of the local area.

#### Y3

- ☺ I can try to make a map of a short route experienced, with features in the correct order.
- ☺ I know why a key is needed.
- ☺ I can use standard map symbols.
- ☺ I can use large scale OS maps.
- ☺ I am beginning to identify features on aerial photographs.

#### Y4

- ☺ I can make a map of a short route experienced with features in the correct order.
- ☺ I am beginning to recognise symbols on an OS map.
- ☺ I can use large and medium scale OS maps.
- ☺ I can identify features on aerial photographs.

	<p><b>ART Skills</b>  <b>Introduction to drawing, painting, texture, colour, 3D form</b>  <b>Explore the work of natural sculptor Andrew Goldsworthy, make sculptures, photograph and print into ceramic for school display</b></p> <ul style="list-style-type: none"> <li>☺ I can make and adapt sculptures with natural materials.</li> <li>☺ I can talk about their work and how it has been sculpted.</li> </ul> <p><b>Nature line drawings in sketch books</b></p> <ul style="list-style-type: none"> <li>☺ I can use my sketchbook to collect and record visual information from different sources.</li> <li>☺ I can draw for a sustained period of time.</li> <li>☺ I can collect information and images independently in a sketch book.</li> </ul> <p><b>Printing – Pugin design (Local area link Alton/ Cheadle) Stained glass windows.</b></p> <ul style="list-style-type: none"> <li>☺ I can explore pattern and shape creating designs for printing.</li> <li>☺ I can research, create and refine a print.</li> </ul>
	<p><b>Technical Knowledge – Structures</b>  <b>Design and make bird feeders and boxes to place in the school woodland area.</b></p> <ul style="list-style-type: none"> <li>☺ I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>☺ I can investigate and evaluate a range of existing products.</li> <li>☺ I can develop design criteria for innovative, functional and appealing product fit for purpose.</li> <li>☺ I can generate, develop and model ideas through annotated sketches.</li> <li>☺ I can evaluate ideas against the design criteria.</li> </ul>
	<p><b>What is it like to follow God?</b></p> <ul style="list-style-type: none"> <li>☺ <b>Text</b> - I can make clear links between the story of Noah and the idea of the Covenant.</li> <li>☺ <b>Connections</b> - I can make simple links between promises in the story of Noah and promises Christians make at a wedding ceremony.</li> <li>☺ <b>Impact</b> - I can make links between the story of Noah and how we live in the school and wider world.</li> </ul>
	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• I can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another.</li> <li>• I can discuss and evaluate the different ways that I can show appreciation to those who care for me.</li> <li>• I can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families).</li> <li>• I can demonstrate that I recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc).</li> <li>• I can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice.</li> </ul>