



Flickers Class (KS1)

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



Scientific Investigation

- ☺ I can observe/ identify and sort.

Plants

- ☺ I can identify and name a variety of common and wild garden plants, including deciduous and evergreen trees. (Identify using tree shape, leaf structure, cones, seeds etc..)
- ☺ I can identify and describe the basic structure of a variety trees.
- ☺ I can keep records of how plants change over time – leaves falling, buds opening.



Historical Enquiry – Castles (Linked to traditional tale Sleeping Beauty)

Visit to Alton Castle and The Towers – Castles in the local area

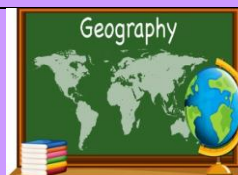
The First Castle – William the Conqueror

Y1

- ☺ I can find answer to simple questions about the past from sources of information.
- ☺ I can ask questions about sources of evidence.

Y2

- ☺ I can answer questions about the past on the basis of simple observations of sources.
- ☺ I can ask questions which show knowledge and understanding of key features of historical events.



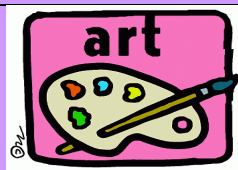
Human and Physical Geography of local woodland areas.

Y1

- ☺ I can use picture maps.
- ☺ I can recognise that a map is about a place.
- ☺ I can draw picture maps of imaginary places and places from stories.

Y2

- ☺ I can use large scale OS maps.
- ☺ I can use aerial photographs to recognise landmarks and human and physical features.



ART Skills

Introduction to drawing, painting, texture, colour, 3D form

Explore the work of natural sculptor Andrew Goldsworthy, make sculptures, photograph and print into ceramic for school display




Y1

- ☺ I can experiment with, construct and join natural materials.

Y2

- ☺ I can experiment with construct and join natural materials more confidently.
- ☺ Nature line drawings in sketch books (trees and woodland nature)

Y1

	<p>☺ I can use a sketch book to gather and collect artwork.</p> <p>Y2</p> <p>☺ I can understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Printing – Pugin design (Local area link Alton/ Cheadle) Stained glass windows.</p> <p>Y1</p> <p>☺ I can carry out different printing techniques.</p> <p>Y2</p> <p>☺ I can carry out different printing techniques with increasing complexity.</p>
	<p>Technical Knowledge – Structures</p> <p>Design and make bird feeders and boxes to place in the school woodland area.</p> <p>☺ I can build a structure, exploring how they can be made stronger, stiffer and more stable.</p> <p>☺ I can explore and evaluate a range of existing products.</p> <p>☺ I can design purposeful, functional, appealing products based on design criteria.</p> <p>☺ I can generate, develop and model ideas.</p>
	<p>God in Nature</p> <p>☺ I know that the natural world is a wonderful place.</p> <p>☺ I know why the natural world is a wonderful place.</p> <p>☺ I understand what Christians learn about God from nature.</p> <p>☺ I understand that humans must care for the world because it belongs to God.</p>
	<p>Family</p> <ul style="list-style-type: none"> • I can talk about the people who care for me and give me love, and the things that they do to share that care. • I can talk about the ways that I might show that I enjoy being in my family. • I can show that I understand that different people have different kinds of families (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). • I can talk about what is the same across all families. • I can say who I might go to for help if I feel unsafe or unhappy in my family.