



Wow Starter: Begin with the story 'Carbon's Footprints'
Leave footprints around school in places

Final Event: What are our plans to make the environment a better environment for the future?

Knowledge and Understanding of the World

Design Technology

- (dt8) Generate and talk about ideas.

Geography

- (ge8) Begin to ask geographical questions.
- (ge9) Talk about people and places.
- (ge10) Begin to communicate in different ways using simple geographical vocabulary.
- (ge11) Begin to use field work skills.
- (ge13) Begin to use secondary sources of information.
- (ge15) With support, discuss what places are like and where they might be located.
- (ge16) Recognise and compare places of study, discussing how they have become the way they are.
- (ge17) Begin to recognise physical and human features, discussing changes they have noticed in their surroundings.
- (ge18) Begin to discuss where places are located and about other features in the environment.
- (ge19) Begin to recognise changes in the environment.
- (ge20) Begin to understand how the environment can be improved.

ICT

- (ic10) Begin to gather information from a variety of sources such as internet, film/TV and books.
- (ic11) Begin to enter information in a variety of ways.
- (ic12) Begin to save work.
- (ic13) To use text, images and sound to develop ideas.
- (ic14) Use the mouse to select some tools and make some changes on the screen.

Science 1

- (sc17) To start to use simple scientific language to communicate ideas.
- (sc18) To begin to ask questions and decide how to answer them.
- (sc20) To start to recognise what fair testing is.
- (sc22) To start to use the 5 senses to help make and record observations and measurements.
- (sc23) With support to begin to communicate findings in simple ways including ICT.
- (sc24) With support to start to look for similarities and differences.
- (sc25) With guidance start to compare what they thought would happen to what actually happened using their scientific knowledge and understanding.
- (sc26) Begin to review their work and explain what they did to others.

Science 2

- (sc2112) Explain how to care for an animal
- (sc2113) Investigate the plants and animals in the local environment

Science 4

- (sc4156) Describe which everyday appliances use electricity

RE - Learning About Religion

- (ra6) Explore a range of religious stories.
- (ra7) Explore a range of sacred writings.
- (ra11) Identify religious symbols.

(ic18) Talk about their experiences of ICT both in and out of school.

(ic19) Talk about what they might change in the future.

Personal, Social and Emotional Development

PSED Preparing to play an active role as citizens

- (pa5) Continue to develop empathy for others.
- (pa6) Recognise what is right and wrong.
- (pa7) Agree and follow rules for their group and classroom.
- (pa9) Realise that people and other living things have needs.

PSED Developing confidence and responsibility and making the most of their abilities

- (pc20) Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

PSED Developing a healthy, safer lifestyle

- (ph4) Begin to make simple choices that improve their health and well being.

PSED Developing good relationships and respecting the differences between people

- (pr15) Listen to other people, and play and work co-operatively.
- (pr16) Develop a caring attitude towards family, friends and each other.
- (pr17) Greet and talk with adults.
- (pr18) Develop positive relationships through work and play.
- (pr19) Be able to ask for help from an 'appropriate' adult.

RE - Learning From Religion

- (rf13) Identify what matters to them and others and link this to religion.
- (rf14) Reflect on ideas of right and wrong and how this relates to their own behaviour.
- (rf15) Recognise that religious teaching and ideas make a difference to individuals and families.

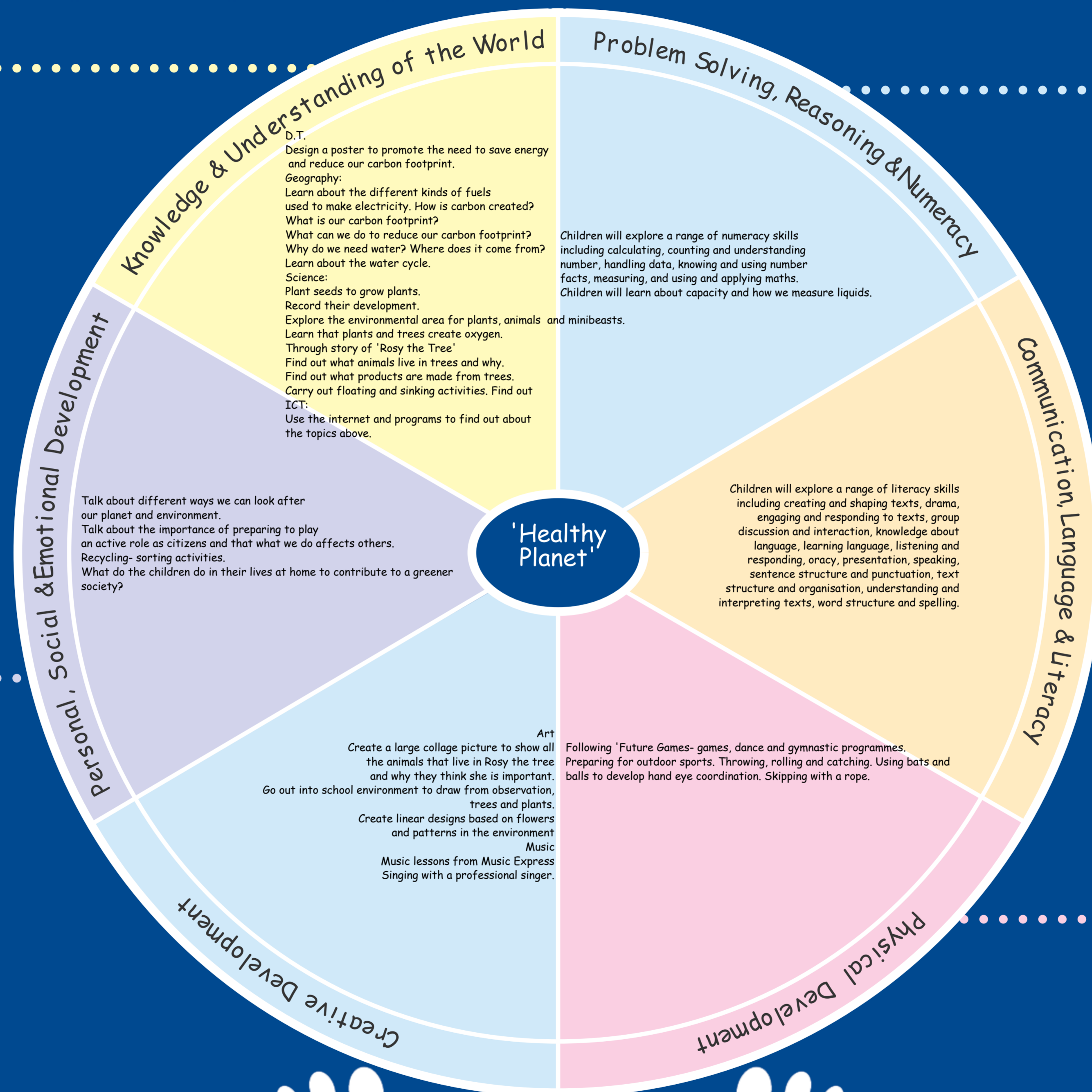
Creative Development

Art

- (ar7) Respond to a stimuli through the use of colour, texture and shape.
- (ar8) Use a variety of materials and techniques.
- (ar9) Express views about their own and others' work.
- (ar10) Adapt and improve their own work.

Music

- (mu11) Use their voices in different ways.
- (mu13) Create and choose sounds in response to given starting points.
- (mu14) Respond to different moods.
- (mu15) Recognise and explore how sounds can be made and changed.
- (mu16) Repeat short, rhythmic and melodic patterns.
- (mu17) Respond appropriately to musical instructions.



Problem Solving, Reasoning & Numeracy

Communication, Language and Literacy

Physical Development

Acquiring and Developing Skills

- (ad2) Explore basic skills, actions and ideas with increasing understanding.
- (ad3) Perform dances using simple movement patterns including those from different times and cultures.
- (ad4) Learn how to travel with, send and receive a ball.
- (ad5) Learn how to perform basic skills in travelling, being still, finding space, both on the floor and using apparatus.

Evaluating and Improving Performance

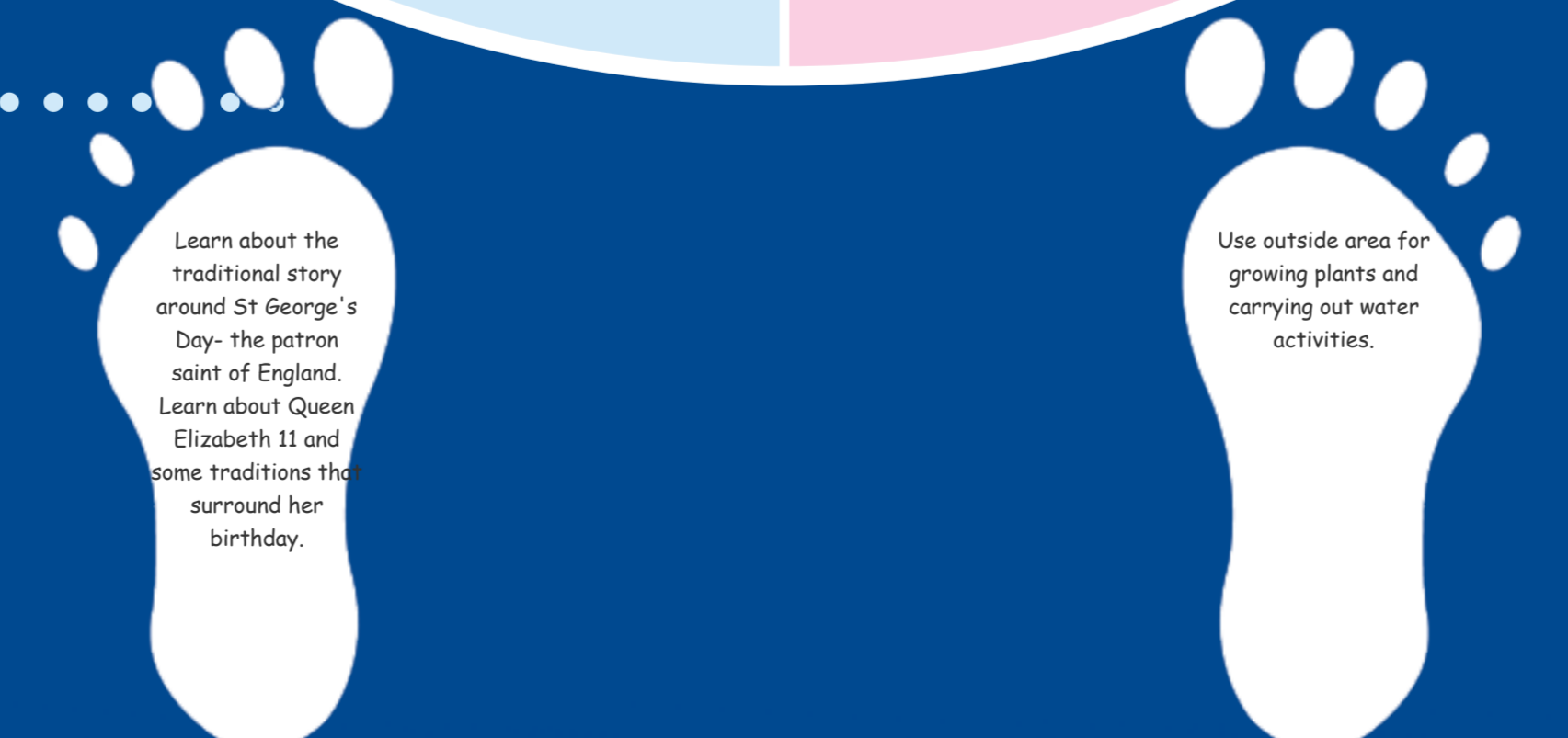
- (ei2) Observe and copy what others have done.

Knowledge and Understanding of Fitness, Health and Safety

- (fhs2) Know how important it is to be active.

Selecting and Applying Skills, Tactics and Compositional Ideas

- (sa3) Explore how to choose and apply skills and actions in sequences.
- (sa4) Change the rhythm, speed and direction of their movements.
- (sa5) Develop ball skills for simple games.
- (sa6) Choose and link gymnastic skills and actions in short movement phrases.



Essentials for Learning & Life

LITERACY	NUMERACY	ICT CAPABILITY	LEARNING AND THINKING SKILLS	PERSONAL AND EMOTIONAL SKILLS	SOCIAL SKILLS

'Healthy Planet'

Overarching Dimensions



Healthy Schools



Global Dimension



Sustainable Development



Community Cohesion



Enterprise

Art & design

KS1

Knowledge, skills and understanding

Exploring and developing ideas

- 1) Pupils should be taught to:
 - a. record from first-hand observation, experience and imagination, and explore ideas
 - b. ask and answer questions about the starting points for their work, and develop their ideas.

Investigating and making art, craft and design

- 2) Pupils should be taught to:
 - a. investigate the possibilities of a range of materials and processes
 - b. try out tools and techniques and apply these to materials and processes, including drawing

Evaluating and developing work

- 3) Pupils should be taught to:
 - a. review what they and others have done and say what they think and feel about it
 - b. identify what they might change in their current work or develop in their future work.

Knowledge and understanding

- 4) Pupils should be taught about:
 - a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space
 - b. materials and processes used in making art, craft and design
 - c. differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers].

Breadth of study

- 5) During the key stage, pupils should be taught the Knowledge, skills and understanding through:
 - b. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales

Design & Technology

KS1

Knowledge, skills and understanding

Developing, planning and communicating ideas

- 1) Pupils should be taught to:
 - a. generate ideas by drawing on their own and other people's experiences

KS2

Knowledge, skills and understanding

Developing, planning and communicating ideas

- 1) Pupils should be taught to:
 - a. generate ideas by drawing on their own and other people's experiences

KS2

Knowledge, skills and understanding

- 1) Pupils should be taught to:
 - a. generate ideas by drawing on their own and other people's experiences

Geography

KS1

Knowledge, skills and understanding

Geographical enquiry and skills

- 1) In undertaking geographical enquiry, pupils should be taught to:
 - a. ask geographical questions [for example, "What is it like to live in this place?"]
 - b. observe and record [for example, identify buildings in the street and complete a chart]
 - c. express their own views about people, places and environments [for example, about litter in the school]
 - d. communicate in different ways [for example, in pictures, speech, writing].

Geographical enquiry and skills

- 2) In developing geographical skills, pupils should be taught to:
 - b. use fieldwork skills [for example, recording information on a school plan or local area map]

Knowledge and understanding of places

- 3) Pupils should be taught to:
 - a. identify and describe what places are like [for example, in terms of landscape, jobs, weather]
 - b. identify and describe where places are [for example, position on a map, whether they are on a river]
 - c. recognise how places have become the way they are and how they are changing [for example, the quality of the environment in a street]
 - d. recognise how places compare with other places [for example, compare the local area with places elsewhere in the United Kingdom]
 - e. recognise how places are linked to other places in the world [for example, food from other countries].

Knowledge and understanding of patterns and processes

- 4) Pupils should be taught to:
 - a. make observations about where things are located [for example, a pedestrian crossing near school gates]and about other features in the environment [for example, seasonal changes in weather]
 - b. recognise changes in physical and human features [for example, heavy rain flooding fields].

Knowledge and understanding of environmental change and sustainable development

- 5) Pupils should be taught to:
 - a. recognise changes in the environment [for example, traffic pollution in a street]
 - b. recognise how the environment may be improved and sustained [for example, by restricting the number of cars].

ICT

KS1

Knowledge, skills and understanding

Finding things out

- 1) Pupils should be taught how to:
 - a. gather information from a variety of sources [for example, people, books, databases, CD-ROMs, videos and TV]

Developing ideas and making things happen

- 2) Pupils should be taught:
 - a. to use text, tables, images and sound to develop their ideas
 - b. how to select from and add to information they have retrieved for particular purposes

Reviewing, modifying and evaluating work as it progresses

- 4) Pupils should be taught to:
 - c. talk about what they might change in future work.

Breadth of study

- 5) During the key stage, pupils should be taught the Knowledge, skills and understanding through:
 - c. talking about the uses of ICT inside and outside school.

KS2

Knowledge, skills and understanding

Reviewing, modifying and evaluating work as it progresses

- 4) Pupils should be taught to:
 - b. describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others [for example, the impact made by a desktop-published newsletter or poster]

Music

KS1

Knowledge, skills and understanding

Controlling sounds through singing and playing - performing skills

- 1) Pupils should be taught to:
 - a. use their voices expressively by singing songs and speaking chants and rhymes
 - c. rehearse and perform with others [for example, starting and finishing together, keeping to a steady pulse].

Creating and developing musical ideas - composing skills

- 2) Pupils should be taught how to:
 - a. create musical patterns
 - b. explore, choose and organise sounds and musical ideas.

Responding and reviewing - appraising skills

- 3) Pupils should be taught how to:
 - a. explore and express their ideas and feelings about music using movement, dance and expressive and musical language

Listening, and applying knowledge and understanding

- 4) Pupils should be taught:
 - a. to listen with concentration and to internalise and recall sounds with increasing aural memory
 - b. how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for example, beginning, middle, end]
 - c. how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment]and described using given and invented signs and symbols
 - d. how music is used for particular purposes [for example, for dance, as a lullaby].

Physical Education

KS1

Knowledge, skills and understanding

Acquiring and developing skills

- 1) Pupils should be taught to:
 - a. explore basic skills, actions and ideas with increasing understanding
 - b. remember and repeat simple skills and actions with increasing control and coordination.

Selecting and applying skills, tactics and compositional ideas

- 2) Pupils should be taught to:
 - a. explore how to choose and apply skills and actions in sequence and in combination
 - b. vary the way they perform skills by using simple tactics and movement phrases

Evaluating and improving performance

- 3) Pupils should be taught to:
 - b. observe, describe and copy what others have done

Knowledge and understanding of fitness and health

- 4) Pupils should be taught:
 - a. how important it is to be active

PSHE

KS1

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

- 1) Pupils should be taught:
 - a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong

Preparing to play an active role as citizens

- 2) Pupils should be taught:
 - c. to recognise choices they can make, and recognise the difference between right and wrong
 - d. to agree and follow rules for their group and classroom, and understand how rules help them
 - e. to realise that people and other living things have needs, and that they have responsibilities to meet them

Developing a healthy, safer lifestyle

- 3) Pupils should be taught:
 - a. how to make simple choices that improve their health and well-being

Developing good relationships and respecting the differences between people

- 4) Pupils should be taught:
 - b. to listen to other people, and play and work cooperatively
 - d. that family and friends should care for each other
 - e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of study

- 5) During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:
 - e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
 - f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]

Religious Education

KS1

Knowledge, skills and understanding

Learning from religion

2) Pupils should be taught to:

- c. identify what matters to them and others, including those with religious commitments, and communicate their responses
- d. reflect on how spiritual and moral values relate to their own behaviour
- e. recognise that religious teachings and ideas make a difference to individuals, families and the local community, identify what matters to them and others, including those with religious commitments, and communicate their responses

Science

KS1

SC1

Knowledge, skills and understanding

Investigative skills

2) Pupils should be taught to:

- a. ask questions [for example, 'How?', 'Why?', 'What will happen if ...?']and decide how they might find answers to them
- d. recognise when a test or comparison is unfair
- f. explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements
- g. communicate what happened in a variety of ways, including using ICT [for example, in speech and writing, by drawings, tables, block graphs and pictograms]
- h. make simple comparisons [for example, hand span, shoe size]and identify simple patterns or associations
- i. compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding
- j. review their work and explain what they did to others.

SC1

Breadth of study

1) During the key stage, pupils should be taught the Knowledge, skills and understanding through:

- a. a range of domestic and environmental contexts that are familiar and of interest to them

2) During the key stage, pupils should be taught to:

- b. recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.

SC2

Knowledge, skills and understanding

Humans and other animals

2) Pupils should be taught:

- e. how to treat animals with care and sensitivity

Living things in their environment

5) Pupils should be taught to:

- a. find out about the different kinds of plants and animals in the local environment

SC3

Knowledge, skills and understanding

Grouping materials

1) Pupils should be taught to:

- c. recognise and name common types of material [for example, metal, plastic, wood, paper, rock]and recognise that some of them are found naturally
- d. find out about the uses of a variety of materials [for example, glass, wood, wool]and how these are chosen for specific uses on the basis of their simple properties.

SC4

Knowledge, skills and understanding

Electricity

1) Pupils should be taught:

- a. about everyday appliances that use electricity
- b. about simple series circuits involving batteries, wires, bulbs and other components [for example, buzzers, motors]
- c. how a switch can be used to break a circuit.