

Year 1 Topic: If You Go Into The Woods**Term: Summer 2****Topic Length: 7 weeks**

INTENT	Vision	Together we all discover, learn, grow and succeed					
	Values	W	A	R	M	T	H
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>					
		Learning Behaviours		Disciplinary Knowledge		Substantive Knowledge	
		Attitudes and attributes for learning and life		Know How -Subject specific thinking and problem solving.		Know What -Deep learning of the key knowledge.	

IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge
	Topic Purpose	To excite and inspire children to look after their own bodies and their surroundings.									
		Hook: Practical afternoon by the fire side.					Outcome: To successfully create a healthy meal, designed, prepped, and then cooked on an open fire.				
	Main Subjects	Science			DT			History			
	Key Performance Indicators	<ul style="list-style-type: none"> 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 (growing beans). 			<ul style="list-style-type: none"> Learn about healthy food choices and diets. Understand where food comes from. Design a healthy topping for a jacket potato. Use appropriate utensils to safely cut, chop, snip and mix relevant ingredients. 			<ul style="list-style-type: none"> Learn about significant historical events, people, and places in their own locality (Ivybridge). 			
	Our Overarching Themes	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency		

Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
PE	Sports day prep and practising core and gross motor skills
Outdoor learning	Fire safety and fire building skills
PHSE	Relationships
RE	Who are Jewish people and how do they live?
	Is shabbat important to Jewish children?

Key Objective Progression

Prior Knowledge	Year 1 - Key Objective	Future Learning
<u>ELG: Understanding people and communities</u> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities, and traditions.	<u>Year 1: History</u> Learn about significant historical events, people, and places in their own locality (Ivybridge).	<u>KS2:</u> Study a non-European society that provides contrasts with British history.
<u>ELG: Exploring and using media and materials</u> Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.	<u>Year 1: DT</u> Use appropriate utensils to safely cut, chop, snip and mix relevant ingredients.	<u>KS2: DT</u> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
<u>ELG: Exploring and using media and materials</u> Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.	<u>Year 1: DT</u> Design a healthy topping for a jacket potato.	<u>KS2: DT</u> Understand and apply the principles of a healthy and varied diet.
<u>ELG: Exploring and using media and materials</u> Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.	<u>Year 1: DT</u> Learn about healthy food choices and diets.	<u>KS2: DT</u> Understand and apply the principles of a healthy and varied diet.
<u>ELG: Exploring and using media and materials</u> Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.	<u>Year 1: DT</u> Understand where food comes from.	<u>KS2: DT</u> Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed.
<u>ELG: Understanding the world</u> Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur and talk about changes.	<u>Year 1: Science</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	<u>Year 2: Science</u> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
<u>ELG: Understanding the world</u> Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur and talk about changes.	<u>Year 1: Science</u> Identify and describe the basic structure of a variety of common flowering plants, including trees (growing beans).	<u>Year 3: Science</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.