

Year 1- Into the Woods



Term:	Spring 2
Subject focus:	Science and Art
Non-Fiction:	Report
Fiction:	Traditional Tales

Concepts	
Science	Art
Nature and The Real World	Inspiration and Creativity
<p>In this Science based topic, children explore the seasons within the UK, looking at the weather patterns during these different times of the year. Within this unit, they will also learn about wildlife in the UK. Having already learnt about the weather and wildlife in Nigeria, the children will make comparisons between the UK and another country. Children will build upon the knowledge they acquired in the EYFS relating to the hibernation of bears, learning that there are a number of other animals in the UK that do the same. Children will also gain a greater understanding of the plant life in our locality and will make observations over time. This topic prepares them for later learning in KS2 regarding how plants grow, what they need to grow and how plants support the ecosystem.</p> <p>This unit provides children with the opportunity to consider ways that they can help support wildlife and is the beginning of them gaining an understanding of the impact that humans have on the earth. These are themes that will be developed further on in the curriculum when the children learn about nocturnal animals and their habitats in Year 2, natural disaster in Year 3, the United Kingdom in Year 4, plant life in the desert in Year 5 and water in Year 6. The knowledge learnt in this topic will also support future science units where children learn about adaptation, life cycles, habitats and how plants grow.</p> <p>In art and design, the children will learn about the work of Henri Matisse and that he took inspiration from the natural world. Building on from their creative skills in the EYFS, children will make choices about colour and form to create a collage inspired by Henri Matisse's work. This will be further developed in the topic Now and Then, when children learn about the work of William Morris and make comparisons between the two artists' work.</p>	

Science

National Curriculum

Science

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons
- Observe and describe how day length varies
- Learn about the dangers of looking directly at the sun, even when wearing dark glasses
- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.
- 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
- Ask questions and know they can be answered in different ways
- Use correct equipment to make close observations
- Carry out tests and observations
- Use observations and ideas to suggest answers to questions
- Collect and record data to help answer questions

Art

- I can cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines
- I can use artwork to record ideas, observations and experiences
- I can experiment with different materials to design and make products
- I know the names of tools, techniques and equipment used

Computing

- I can use technology purposefully to create digital content

Year 1 Science Into the Woods

Foundation Subject Knowledge and Skills

What are the main concepts and what do we need to know?

- Know that the seasons change
- Know that the UK has 4 seasons – Autumn (September to November), Winter (December to February), Spring (March to May) and Summer (June to August)
- Know that the seasons are caused because of the earth tilting on its yearly journey around the sun
- Know that when the earth is leaning towards the sun it is summer and 6 months later when it leans away it is winter
- Know that the temperature changes and is how hot or cold it is
- Know what the weather in the UK in each season is generally like
- Know that in autumn, the days get shorter and there is less sunlight. This is because the sun is further away from the Northern Hemisphere. During this time, it will be Spring in the Southern Hemisphere

	<ul style="list-style-type: none"> • Know that in autumn, the days start to get colder because of the sunlight being weaker • Know that in Autumn, some leaves start to turn bright colours and fall off the trees and animals begin storing food for the winter • Know that during Winter, all leaves fall off the trees and some animals have to adapt to survive • Know that in spring, leaves start to grow back onto the trees and flowers begin to grow. The days start to get longer as the sunlight is becoming stronger. • Know that in summer the days are longer and the days are the longest and hottest • Know what is meant by wind, rain, snow, hail, sleet, fog, sun, hot, warm and cold • Identify and group familiar plants • Draw and label diagrams of plants
How can we inquire?	<ul style="list-style-type: none"> • Observe daily weather around the school and comment on patterns identified • Observe changes in plants during the spring • Know and use the correct equipment to measure temperature, rainfall and wind speed (ICT) • Observe the plant life in the local environment • Observe growth of flowers and vegetable • Compare and contrast familiar plants • Record changes over time e.g. bud opening • Ask question about differences between plants
How does this effect science today?	<ul style="list-style-type: none"> • Know that there are dangers when looking directly at the sun • Know how to stay safe in the sunshine • Know what people should wear for different seasons and weather conditions • Know how animals are affected by the different seasons and those that go into hibernation in the colder months • Know that changes in the world climate is affecting animals in some habitats • Know some of the effects of seasonal weather changes e.g. flooding and what is done to prevent this
How can we apply what we know to think about the future?	<ul style="list-style-type: none"> • Consider ways that we can stop climate change • Consider ways which we can help sustain habitats and plant life • Know why it is important to preserve woodland and forests and the benefits these will have for the future • Know ways that they can help animal friendly habitats in their own environment, school/home e.g. not litter, plant trees, hang bird feeders, make bug hotels • Make comparisons with the climate and wildlife in Nigeria and the UK

Art	
Year 1	
Art: Collage	
Year 1	<ul style="list-style-type: none"> • Know when Henri Matisse lived and he was a French artist • Know that he used paper cuttings as media for some of his art work • Know he used bold colours • Explore work of Henri Matisse and the cut out of leaves • Observational drawings of leaves • Cutting and sticking techniques with different media, including using ICT programme to create images • Create a collage based on the work of Henri Matisse

Writing Outcomes	
Non-Fiction	Fiction
Report on the changes of the seasons	Retell a known fairy tale, in role