

# Year 1&2: Woodlands



## Essential Learning:

By the end of this topic, you will have learned:

- Use a mix of directional language and the four points of a compass to navigate around a map
- Draw a map of a real place with some drawn features, using aerial photographs for support
- Use class agreed symbols and begin to understand the need for a key
- Follow a short route on a small-scale map
- Recognise a woodland and describe it using key vocabulary - label several aspects of the environment

Enquiry Drivers:

Why are woodlands important?

### Process & Changes

Know that places change over time and that there is often a range of evidence to show this

### Human Geography

Know some basic human geographical features in the focus area and describe them

### Physical Geography

Know some basic physical geographical features in the focus area and describe them

### Geographical Vocabulary

Know and understand simple vocabulary related to place

### Locations and Environments

Name and locate some key places in their own country and countries in the wider world

### Similarities and Differences

Identify basic similarities and differences between a range of locations and environments

## Prior Learning:

Local area and environments  
Habitats  
Animals

## Curriculum enrichment:

Locality walks to a woodland Minibeast hunt

**Outdoor learning:** Orienteering – focus on directions; Breathing space learning; habitats and food chain activities

**Key Vocabulary:** woodland, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, rural, city, town, village, trees, plants, near, far, journey, routes, roads, footpaths

## Unit Focus: Geography

**NC:** Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

### Children should:

- Make simple comparisons between features of different places and say how these features influence life there
- Use aerial photographs and plan perspectives to identify landmarks and features
- Explore and discover the interesting features of the local environment
- Express their own views about features of the environment
- Ask and respond to geographical questions about people, places and environments
- Recognise and observe main human and physical features
- Communicate in different ways using simple geographical information and vocabulary
- Use simple field work skills
- Use globes, maps and plans
- Make simple maps and plans

### Key Questions:

What are the features of a woodland environment? What is a key and how can we use it on a plan or map? Where do you find woodlands? What grows and lives in a woodland? Why are woodlands important?

### Sources of evidence

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of direct observation, maps, photographs, asking people who live in the local area, digital resources and other materials. Google Earth also provides visualisation of areas and its street view application will take you right down to street level within a locality.

Think about both the human and the physical features in the local landscape. Physical geography can be overlooked when studying a relatively 'built-up' area, with the presumption sometimes being that there isn't any physical geography in towns. However, most urban localities in the UK will have physical features underlying their human landscape, be it local streams, rivers or lakes, hills or valleys or areas of woodland and forest.

### Resources:

[Arnside & Silverdale AONB | Area of Outstanding Natural Beauty : Arnside Silverdale AONB](#)

[What is a woodland habitat? - BBC Bitesize](#)

[T-T-7477-Forest-and-Woodland-Lesson-Plan-Ideas-KS1\\_ver\\_1.pdf \(twinkl.co.uk\)](#)

## Skills/National Curriculum Links

History

Art

Science

### Drawing

Observational drawing of leaves and plants

[Pathway: Flora And Fauna \(accessart.org.uk\)](http://accessart.org.uk)

NC:

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

### Habitats in Britain and local area

Suggested activities:

- Explore the outside environment regularly to find objects that are living, dead and have never lived.
- Classify objects found in the local environment.
- Observe animals and plants carefully, drawing and labelling diagrams.
- Create simple food chains for a familiar local habitat from first-hand observation and research.
- Create simple food chains from information given e.g. in picture books (Gruffalo etc.)

[Living things & their habitats \(Y2\) | PLAN \(planassessment.com\)](http://planassessment.com)

<https://www.twinkl.co.uk/resource/tp-sc-050-planit-science-year-2-living-things-and-their-habitats-unit-pack>



<p><a href="https://www.hamilton-trust.org.uk/science/year-2-science/living-things-and-their-habitats-habitats/">https://www.hamilton-trust.org.uk/science/year-2-science/living-things-and-their-habitats-habitats/</a>  <a href="https://www.stem.org.uk/resources/community/collection/12723/year-2-living-things-and-their-habitats">https://www.stem.org.uk/resources/community/collection/12723/year-2-living-things-and-their-habitats</a></p>	
DT	Music
	<p><a href="#">Basic pulse and rhythm patterns :: The Love Music Trust</a>  Unit One: Down to the Woods (lesson 1-6)</p>
Computing/ICT	PSHE
<p><b>Health, Wellbeing and Lifestyle – Project Evolve</b>  <b>N.C:</b></p> <ul style="list-style-type: none"> <li>▪ Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> <p><b><u>Pupils should be taught to:-</u></b></p> <ul style="list-style-type: none"> <li>▪ The rules around use of technology in and beyond the home.</li> <li>▪ Explain why these rules help keep them safe.</li> <li>▪ Identify rules that apply to safety and rules that apply to health/well-being.</li> </ul>	<p>Responsible and Safe – 6 lessons  <u>Value – Responsibility</u>  <i>Maths Link Y1 Recognise and know the value of different denominations of coins and notes. Y2 Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</i></p> <p><a href="#">Harold loses Geoffrey</a> (Y1)  LO: Recognise the range of feelings that are associated with loss.</p> <p><a href="#">Respecting privacy</a> (Y2)  LO: Explain what privacy means; Know that you are not allowed to touch someone’s private belongings without their permission; Give examples of different types of private information.</p> <p><a href="#">Feeling safe</a> (Y2)  LO: identify special people in the school and community who can help to keep them safe; Know how to ask for help.</p> <p><a href="#">Getting on with others</a> (Y2)  LO: Describe and record strategies for getting on with others in the classroom.</p>

- Emerging awareness of how rules may change with simple changes in context (where they are, what they are doing and who they might be with)

**Click on the following link to follow the lesson plans:-**

[Search and Access Resources ▶ Year Group ▶ Year One | ProjectEVOLVE](#)

### **Animation**

Unplugged animation – storyboards; puppet shows

#### **NC:**

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
  - Use logical reasoning to predict the behaviour of simple programs.

#### **Pupils should be taught to:-**

- Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements.
- Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program.
- Explore and create sequences of commands/instructions in a variety of programs/devices.
- Make predictions and describe the effects when creating programs and controlling devices.
- Identify errors in instructions.

### **How should we look after our money?** (Y1) (Non-Statutory)

LO: Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).

### **Harold goes camping (OPTIONAL)** (Y2) (Non-Statutory)

LO: Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.

Use logical reasoning to predict what will happen in simple programs.	
<b>English</b>	<b>R.E.</b>
<p><b>Guided Reading:</b>  <b>Possible Texts:</b>  <b>Grammar links:</b> capital letters, full stops, question marks, conjunctions, adjectives, verbs, adverbs  <b>Writing Task 1:</b>  <a href="#">Literacy Shed Plus - Literacy Shed Plus - Teaching Resources Made Easy</a>  Based on: Dread Cat by Michael Rosen  Short write: character description  Short write: poem  Write: explanation text</p> <p><b>Writing task 2</b>  Based on: Example texts <a href="#">Explanation Text Year 1   Examples   Primary Resource (twinkl.co.uk)</a> (available for Year 1 and 2)  <b>Reading:</b> Read and identify features including</p> <ul style="list-style-type: none"> <li>• a question title</li> <li>• introduction</li> <li>• facts and information</li> <li>• picture or diagram to explain</li> </ul> <p><b>Gathering Content:</b> explore and research information about woodlands – mind map what we already know  <b>Short writing opportunity:</b> Descriptive write about the woodland  <b>Short writing opportunity:</b> Captions and labels/information about parts of a woodland and what lives there  <b>Writing:</b> How to look after our woodland</p> <p><b>Cross-curricular Writes:</b> Seasonal/Woodland poetry (Science/RE Link)</p>	<p><b>Judaism</b>  What aspects of life really matter?  <b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• Moses</li> <li>• 10 commandments</li> <li>• The Sabbath</li> </ul> <p style="text-align: center;"><b>Cross-curricular Maths:</b></p> <p>Sequencing seasonal changes  Direction – Orienteering <b>Spr 2, Week 4</b></p>
<b>Global Links:</b>	<b>Local links:</b>

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