

Eco topics taught throughout the curriculum within school.

- Energy
- Litter
- Waste
- Water
- Global Citizenship
 - Transport
 - Healthy Living
 - Biodiversity
- School Grounds
- Marine life

EYFS

Energy/waste/litter - not necessarily topic based but general everyday conversations about recycling, switching off lights etc. and reducing waste.

Water - observations at the pond, tadpoles in class to observe life cycle.

Global citizenship - in French we look at France as a whole and watch short films about French children, we use numerous stories from other cultures, e.g. Handa's Surprise to talk about different people from all around the world, RE - we study Islam and Hinduism and find out about the cultures of countries particularly linked to these religions. We have had visitors from many cultures - Buddhism, Hinduism, Islam, Christianity, China and we have celebrated Diwali, Eid, Chinese New Year, Holi, Easter, Christmas, and Harvest etc. (Note this is the same throughout the Year groups and visitors will do either a whole school assembly or class visits throughout the school differentiating to the age of the children)

Transport School uses Travel Tracker as part of Living Streets – children record how they travel to school and are encouraged to think about the best ways to travel.

Healthy living - this is one of our set areas of learning - cooking - fruit salad, bread, toast, potato salad (with our own grown potatoes), pancakes etc. Importance of sleep and exercise.

Biodiversity - making bird feeders, bird hide in the classroom with identification pictures, mini beast hunts, caterpillars in class to observe life cycle, signs of each season hunt, using nonfiction texts and iPads to find out about animals in other parts of the world - Arctic and Antarctic, Australia, jungle / rainforest animals etc.

School grounds - forest school, den building, walks linked to every season, gardening - we've grown potatoes, carrots, strawberries, herbs, spring bulbs etc.

Marine life - we did a topic on the seaside and used information books to find out about sharks and other sea creatures, small world sea creatures.

Year 1

Transport In geography the local area is learnt about, children go on a walk and draw a map. How we travel to school and which transport is used is discussed.

Healthy eating In PHSE we cover the topic healthy eating, making a healthy eating fruit kebab and a healthy eating lunchbox. Fairtrade and farm to fork and what these mean are part of the discussion.

Biodiversity In Science we identify, name, label and group common animals. The animals' environments are discussed and this information is applied to the English writing of facts and habitats of animals.

School grounds In Science seasons are observed, described and discussed, talking about the climate and how this effects our world during different times of the year. Sunflowers are planted, learned about parts of the plant and how to look after them and what is needed for our plants to grow. School grounds are used to identify plants and their environment they are growing in.

Marine life In English a topic about stories from other cultures is studied where there is discussion about their setting, clothes, food, homes ultimately leading to our own story. A story about a penguin is read and then from this our own story is produced. Finally, our own non-fiction book about marine mammals from anywhere around the world are created.

Year 2

Energy/waste/water Children read about how we can look after our own environment, e.g. reuse plastic bags, turn off the tap when brushing your teeth, shut the doors to keep heat in, etc. Comprehension activities are deliberately chosen to include questions to get children thinking about these issues.

Biodiversity/global citizenship Within Year 2's Kenya topic, we learn about animals which leads to discussions about endangered animals within game reserves/national parks etc. In addition, when Year 2 are studying Roald Dahl, *The Magic Finger* is read; this is about hunting animals and endangered animals/hunting are discussed within this. Comprehension activities are deliberately chosen to include questions about endangered species.

Transport Transport from the past is looked at and compared to now in our History topic about the Rainhill trials, so there is discussion how modern transport is changing to try and be better for the environment, and how steam trains have changed to electric, etc.

Healthy living the whole class plant food, e.g. peas, beans, lettuce, as part of their Science, discussing the seeds and conditions the seeds need to grow. The seeds are tested to see how they grow in different environments; children are expected to look after their own seeds. As the seeds grow, the class discuss the seedlings and what this means and keep a diary on their seeds and how they grow. Finally, the food grown is cooked and eaten; for example potatoes were recently harvested and cooked.

School grounds Year 2 use the school grounds in geography lessons because of map work and using aerial images of the area.

Year 3

Litter/waste In summer we look at plastic pollution as part of an English topic, looking at reasons for and against using plastic. A visitor comes in to talk to the children about it from a medical point of view.

Healthy living Science unit covers healthy living. They look at food groups and healthy choices and also exercise. The class also has a visit from a children's nurse who discuss this topic with them.

School grounds/biodiversity the school grounds are used as linked to our plants topic and also through art which is linked to plants in our area. They cover the parts of the plant and their roles. What plant needs to grow and be healthy? How water travels through a plant –

the food colouring experiment. Look at the seed dispersal and the life cycle of a plant so talk about pollination, bees and seed formation too and this is also extended in Year 5 in greater detail.

Year 4

Litter/waste Oceans are looked at when do our collage work in art. Plastic in our oceans is a focus of the work.

Water/marine life Rivers and the water cycle is studied closely with links to marine life in the deltas.

School grounds/biodiversity School environment is used when we study habitats in science and food chains of local animals looked at.

Biodiversity/marine life Non-chronological report research in English looks at marine animals, their habitats and other facts.

Year 5

Litter/waste Discussions during topic on South America.

Water pond life studied in science – discuss importance of clean water and reliable source during lifecycle.

Global Citizenship linking to South America and deforestation studied in geography.

Healthy Living in PSHE wellbeing.

Biodiversity in science learning about all living things, humans and animals and in art creating a collage.

School grounds the school grounds are used for PE orienteering, drawing OS style maps in geography and studying life cycle of frogs in science.

Year 6

Energy Circuits in science, looking at the different ways energy is generated including difference between fossil fuels and renewable energy. Had Mr Derbyshire (parent and school governor) come in to talk about his role as mechanical engineer at Springfields which supplies the nuclear industry.

Litter/waste in every aspect. Incorporate in every topic possible.

Global citizenship Scientists from around the world and throughout history are studied in science and year 6 are part of RotaKids, fundraising for MacMillan and other charities, including organising distribution and collection of shoeboxes for Rotary International.

Transport when researching life in Arctic in geography and studying White Fang in English, comparison to the past, how transport in Arctic is having to change with effects of climate change, merits of different types of transport.

Healthy living in science. Effects of different lifestyles on specific parts of the body e.g diet, exercise, drugs. In addition, learned CPR from paramedic. Run-a-mile/5 min workout effects discussed regularly.

Biodiversity in National Science Week and classification in science plus when doing explanations for Arctic animals in English.

Marine life when teaching explanations in English - whales. Some children then chose a marine animal from Arctic for their explanation. Lots of discussion on what is affecting them and emperor penguins (the other animal used for modelled version).