



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



What's so Great About Our Outdoors?

Year 1 Autumn 2

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: Y1	Enquiry Question: What's so great about our outdoors?	Term: Autumn 2
Context: Following an initial introduction to the natural world around them in reception, this topic builds to children developing a scientific understanding of biology. It allows them to start to develop some of the key skills of scientists and study concepts such as identifying and classifying, comparing and using observational skills. It allows strong links to build on the geographical knowledge that children have begun to explore when describing their immediate environment in reception. There are also strong links to the English curriculum through the POR reading work with the text '10 Things I Can Do To Help My World'.		
Prior Learning (Direct Pathway) Geography - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (ELG) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; (ELG) Understand some important processes and changes in the natural world around them, including seasons (ELG)		

Rose Wood Academy: Enquiry Driven Learning Overview

DT – levers and slides

Science – Plants

Enquiry Question?

What's so great about our outdoors?

Content on direct pathway

Children will learn about how the outdoor environment can inspire our learning, development and activities. We will investigate how the outdoors can impact our artwork, science, geography and writing.

In geography we will ask geographical questions and use fieldwork techniques to explore our local environment. We will use maps to locate different countries of the UK. We will link this to the work of Greta Thunberg.

In science we will use our skills to identify parts of a tree and decide whether they are deciduous or evergreen. We will investigate different trees and learn how to categorise them correctly.

Children will look at the Power of Reading text '10 Things I Can Do to Help My World' by Melanie Walsh and create non-chronological reports.

Learning Showcase

Video a discussion about the location of Middlesbrough and its human and physical features. Videos to be shared with parents via Dojo

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Knowledge Narrative

Our planet is made up of lots of natural things like plants, animals and trees. It is important to protect it. One way to do this is to recycle.

Rose Wood Academy: Enquiry Driven Learning Overview

<u>Year Group:</u> 1	<u>Term:</u> Autumn 2
Title: What's so great about our outdoors?	Key Focus : Geography and science
Project Enhancements: To introduce the topic, we will walk around our local area and investigate different leaves and trees in our local environment. We will regularly explore our outside environment to inspire our learning.	
<u>How can parents/carers help at home?</u> At home, please can you: <ul style="list-style-type: none">• Listen to your child read a minimum of 3 times per week.• Complete your maths knowledge organiser. You could also: <ul style="list-style-type: none">• Complete an autumn scavenger hunt. Create a tally of what you have found.• Create your own picture using things from outside and label.• Keep a weather chart for a week – be a weather presenter and explain how the weather has changed.• Make a bird feeder and write instructions on how you made it.• Create an autumn treasures bag and write about your favourite item.• Collect a range of leaves and order them from smallest to largest. Can you use a ruler to measure them?• Make collages of nature in the style of Andy Goldsworthy	

Rose Wood Academy: Enquiry Driven Learning Overview




Unit Title: What is so great about *our* outdoors?

<p>Y1 Autumn 2</p>	<p>End Point - The aim of this unit is for pupils to:</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand what a settlement is 2. Understand that they live in the area of Coulby Newham in Middlesbrough, which is a town in England. 3. Know that the United Kingdom is made up of the countries of England, Ireland, Scotland and Wales 4. Know what human and physical features are <p>End of unit assessment task:</p> <p>Video a discussion about location of Middlesbrough and its human and physical features</p>
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<p>Links:</p> <p>Year 1 science unit – plants Year 1 science unit – seasonal changes Text - '10 Things I Can Do to Help My World' by Melanie Walsh</p>

<p>Prior Learning:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (ELG) • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; (ELG) • Understand some important processes and changes in the natural world around them, including seasons (ELG)
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Key Aspects of the Unit:

	<p>Map and atlas work/Fieldwork and investigation</p>
	<p>Location</p>
	<p>Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.</p>

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Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes

Key Knowledge:

- Know what a settlement is and know that settlements can be town, villages and cities
- Know that the United Kingdom is made up of the four countries of England, Scotland, Wales and Northern Ireland
- Know that they live in Coulby Newham, which is in the town of Middlesbrough
- Know that human features are features in an environment which have been made by people
- Recognise the human features of the local area – including town, road, path, shop, park, school, house, garden
- Know that physical features are natural features in an environment.
- Recognise the physical features of the local area – including woods, field, stream
- Know that within Coulby Newham there are both human and physical features
- (Link to Science) Know that there are four seasons and how the environment changes in each season
- Know the weather patterns associated with each season

Geographical Skills:

Mapping:

- Know that maps give information about ‘where’ and ‘what’
- Find information on aerial photographs
- Use a simple picture map to move around school/local area

Fieldwork:

- Engage in simple, teacher-led fieldwork enquiries.
- Look at school grounds on maps relating to aerial photo and real life. How do they feel about different areas and what improvements could be made?

Vocabulary

Hill	A naturally raised area of land, which is not as high as a mountain
Environment	Everything around us - the natural world of land, sea, air, plants and animals
River	A large, natural stream of fresh water that flows into the lake or a sea
Soil	A layer of earth
Woods	An area where trees grow
Forest	A large area where trees grow close together
Field	An area of open land

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Stream	A small river
Settlement	A settlement is where people have come to live and have built their homes
Town	A large group of houses, shops and buildings where people live and work. Towns are larger than villages but smaller than cities.
School	A building where children learn
Path	A track that is walked on
Road	A route that can be driven on
House	A building where people live
Garden	A planted area

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Year 1: Plants Key Knowledge Document

Subject Specific Vocabulary	
buds	A bud is the part that grows up and holds the plant together.
bulbs	Bulbs store food for a plant and help it grow.
deciduous	Deciduous is the name given to trees that lose their leaves in autumn and are bare in the winter.
evergreen	Evergreen is the name of trees that have leaves all year round.
trunk	The trunk of a tree is the main part that grows from the ground to hold the tree sturdy.
vegetable	A vegetable is a plant or part of a plant which is used as food, for example cabbage or potato.
wild plants	These are plants that don't grow in our gardens and are self-seeded.
environment	The area where a plant or tree lives is its environment.
blossom	Blossom is the flower that comes before the fruit. For example, apple blossom comes before the apple starts to grow.
petals	A petal is a part of the flower and is usually coloured. The colour and its scent attract insects.
branches	Branches come from the tree trunk and grow outwards.

Prior Knowledge

EYFS:

- Similarities and differences in living things.
- Features of their own immediate environment and how environments might vary from one another.
- Observations of animals and plants and explain why some things occur and talk about changes.

Common misconceptions:

- Trees don't have roots.
- When leaves go brown it is because the tree has died.

Key Knowledge

- There are a variety of wild and garden plants with different names.
- There are a variety of common trees with different names.
- Deciduous trees lose their leaves in Autumn and evergreen trees keep their leaves all year round.
- There are a variety of plants which grow in our local environment.




Key Scientists

Greta Thunberg

Teaching Activities

<u>Comparative tests</u>	<u>Identify and Classify</u>	<u>Observation over time</u>	<u>Pattern Seeking</u>	<u>Research</u>	<u>BIG Question : Assessment Opportunity</u>
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	How can you classify different leaves?		Why do trees look different throughout the year?		Which types of trees do we have in Coulby Newham?
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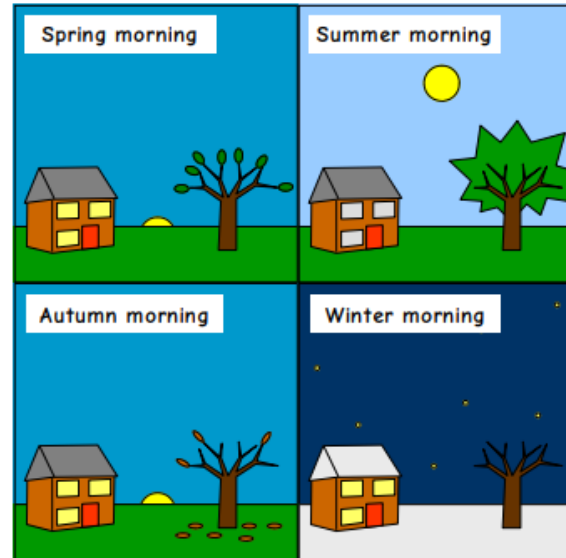
Science Planning		
Objective	Activities	Resources
<p>Identify wild and garden plants, including deciduous and evergreen trees</p>	<p>Identify trees at Rose Wood Academy:</p> <ul style="list-style-type: none"> • Using a 'spot sheet' to discover which trees we have at Rose Wood Academy. Think of different ways of remembering the names of the trees. • Have you noticed how some trees are losing their leaves but others aren't? Introduce deciduous and evergreen vocab. <p>Re-visit learning through visit to Fairy Dell:</p> <ul style="list-style-type: none"> • Can you take photographs of different trees? 	<p>Nature detectives website</p> <p>Teaching Science creatively book</p>
<p>Identify basic plant parts (roots, leaves, stem, flowers, etc.), including trees</p>	<p>Show parts of a plant using a bean:</p> <ul style="list-style-type: none"> • Predict – what do you think will come from the bean? • Plant in cotton wool • What do you think the different parts are that you can see? <p>Investigate parts of a plant using potting plants:</p> <ul style="list-style-type: none"> • Can we name and label the different parts? <p>Apply learning to trees:</p> <ul style="list-style-type: none"> • Show roots using skipping ropes. • Link to art work – draw different trees and label correctly. • Similarities and differences between plants and trees and various local plants. 	<p>Beans</p> <p>Cotton wool</p> <p>Plastic wallets</p> <p>Potting plants</p> <p>Skipping ropes</p>

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Observe changes across the 4 seasons

Describe differences children recognise about the seasons and daylight hours.

- Pictogram showing differences in daylight hours
- Chn to show their understanding by completing similar picture (as shown below)



POP task – given 2 people, what would they wear in the summer? What would they wear in the winter?

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Spiritual

We will enjoy learning about the surrounding world and reflect upon our current ways of thinking. We will help to develop appreciation for the natural world.

Social

We will use our social skills and look after the local environment, developing our conservation skills. We will participate in discussions about how to help our planet and work as a team to help think of ways to resolve current problems.

Be kind and REAP the rewards

We will show respect to our environment and each other. We will think of ways to show being kind to our local community.

Moral

We will develop our knowledge of right and wrong and explain how to resolve conflicts about the environment. We will listen to a range of viewpoints about how to protect the planet.

Cultural

Rose Wood Academy: Enquiry Driven Learning Overview
British Values through EDC

<p style="text-align: center;">Democracy</p>	<ul style="list-style-type: none">• We will make decisions together, highlighting how to conserve our planet and creating rules to follow in school that will help with conservation. We will learn how to vote on these rules fairly, listening to the opinions of all.
<p style="text-align: center;">The Rule of Law</p>	<ul style="list-style-type: none">• We will understand why we have conservation rules in the UK and around the world. We will begin to show an understanding of why these rules are important.
<p style="text-align: center;">Individual Liberty</p>	<ul style="list-style-type: none">• We will understand that we all have the right to make our own choices. We will begin to understand that the choices we make can have an impact on the planet with long-lasting effects.
<p style="text-align: center;">Mutual Respect Tolerance of those of different faith and beliefs</p>	<ul style="list-style-type: none">• We will understand that we need to treat others the way we wish to be treated and to treat our planet with respect in order to conserve it. We will show respect to each other and our environment, working together to best help our planet.• We will listen to different viewpoints about conservation (Greta Thunberg) and build tolerance towards those who hold a different viewpoint to our own.