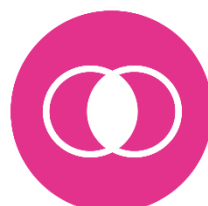


Year 1 – Autumn Term 1 Which animals, birds and plants would you find in our forest school?

| | | | | | | |
|---|--|--|--|---|---|------------|
| Science: Do I know the structure of plants including root, stem, flower and their functions? Do I understand that plants needs light, warmth, water and soil to be able to grow successfully? Do I know that birds such as robins, sparrows and blue tits live in our forest school habitat? Can I label the trees found in our forest school and categorise them as deciduous or evergreen? Can I identify and name a variety of common animals (including fish, amphibians, birds, reptiles and mammals) and describe and compare their structure? | | | Science: Can I explain that dropping litter harms the environment and can damage the habitat of animals and plants? | Science: Do I understand that plants and animals grow and change over time? Am I able to order the seasons and recognise seasonal changes including how deciduous trees lose their leaves in Autumn? | Science: Comparative and fair testing: Which food do the birds eat most quickly? Identifying, classifying and grouping: Can I identify birds and minibeasts using branching key, Carroll and Venn diagrams? Can I group trees into evergreen or deciduous? Pattern Seeking: Which insects will we find in different areas of the forest school? Observation over time: How does the forest school change throughout the year? | |
| Computing: Can I use a paint package to draw self-portraits? Can I log on and off, save and retrieve work? Can I use a mouse with control and select colours? Can I type my own name? | Music: Singing Listening and Appreciation – Peter and the Wolf by Sergei Prokofiev. Can I recognise the different characters in the story? | Design Technology: Can I design and make a bird feeder to attract more birds to our Forest School.? | Art: Andy Goldsworthy - Transient art in a frame. Piet Mondrian – Primary colours – collage Can I work creatively? | Geography: Can I locate journeys on a map that swifts make from UK to Africa? Can I draw a map of the forest school site, and use a key to mark on human and physical features? | History: Family tree – Can I identify the different generations of my own personal history? Timeline of personal history – mark on significant events e.g. when they were born, siblings being born, moving house, starting school, family holidays they have been on etc. Can I create a timeline of my life so far? | |
| Asking Questions | Observing | Identifying and Classifying | | Setting up Tests | Recording data | Evaluating |



Year 1 – Autumn Term 1 Which animals, birds and plants would you find in our forest school?

| KEY VOCABULARY | |
|------------------------|---|
| Habitat | The natural home of a plant or animal. |
| Environment | The surroundings in which people or animals live. |
| Deciduous | A tree that loses its leaves in Autumn. |
| Evergreen (Coniferous) | A tree that keeps its leaves all year. |
| Stem | The long, thin, supportive central part of a plant |
| Root | The part of a plant which attaches it to the ground. |
| Leaf | Flat green part of a plant that produces food. |
| Flower | The part of a plant usually brightly coloured attracting insects. |
| Herbivore | An animal that only eats plants. |
| Carnivore | An animal that only eats meat. |
| Omnivore | An animal that eats both meat and plants. |



My questions about this topic:

What do plants need to grow?
 What are the different parts of a plant called?
 What is the job of the roots/stem/flower/leaves?
 Which plants grow in Forest School?
 Why do leaves fall off the trees in Autumn?
 Which animals might I see in Forest School and where do they live?
 Where do the birds fly to in the Winter?
 How can we encourage more birds to visit Forest School?