

YEAR 2



# Eco-Schools Curriculum Tool



## Welcome

Thank you for using this guide. This guide was designed to highlight some of the ways the National Primary Curriculum can support teaching and learning about sustainability and the natural environment. If your school is working towards an Eco-Schools award, this guide is designed to help with Step 6: Linking to the Curriculum (see below). Regardless of whether you have Eco-Schools awards in your sights, we hope this guide will help you to do some meaningful learning about our amazing world, its environmental challenges and possible solutions.

## Eco-Schools topics

To be consistent with Eco-Schools we have organised this guide by Eco-Schools topic. Don't be put off by the term 'topic' - Eco-Schools aren't expecting you to organise a whole term's work around each one. The 'topics' in this sense are key sustainability themes which the Eco-Schools programme is based around. Your Eco-Committee, if you have one, will be organising their activities to fit in with one or more of the topics:

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

You will notice a lot of cross-over between Eco-Schools topics (learning about marine plastic pollution, for example, could fit under both the Waste and Water topics), and also between curriculum areas (doing a litter survey could involve mathematical and geographical skills, and also link to PSHE, SMSC etc). Of course this is by no means complete list of possible curriculum links to the environment and your imagination will be the only limit.

## Online resources

We have tried to signpost to resources that are age-appropriate and available for free online. Again this isn't an exhaustive directory of environmental teaching resources available online—there are thousands! We have tried to include those that are good quality and clearly link with curriculum objectives, with some locally-sourced resources where possible.

On the 'Inspiration' pages are suggestions of possible extra-curricular activities that link to the topics—these could form the basis of Eco-Committee or whole-school or community projects. Here you can also find details of local organisations that can help you and examples of work from other schools.

Much of this information in this guide is duplicated from the Eco-Schools England website [www.eco-schools.org.uk](http://www.eco-schools.org.uk) but we thought it would be helpful to collate this information together for easy reference.

## Eco-Schools award criteria

The Green Flag award criteria for Step 4: Linking to the Curriculum is:

*'Environmental issues have been covered in at least three areas of the curriculum by most year groups; this is clearly evident in schemes of work and lesson plans.'*

Although this can seem a big ask, the statutory learning that you do can go a long way towards meeting this requirement. We hope this guide will help you to see where you already touch on Eco-Schools topics in your teaching, and provide ideas as to how you could enhance existing links and broaden into new curriculum areas.

For further help with Eco-Schools locally, you can visit [www.dorsetforyou.gov.uk](http://www.dorsetforyou.gov.uk) and search 'Sustainable Schools' or contact the Dorset County Council Community Energy Team on 01305 224802.



# Topic: Biodiversity

Biodiversity is the variety of plants and animals that we share the planet with. Amazingly, we don't even know how many other species we share the planet with—but the diversity of life is dazzling! Besides being amazing to study and enjoy, the Earth's biodiversity performs many important jobs for us—from providing food, materials and medicines to purifying water and regulating the climate. The Key Stage 1 curriculum provides opportunities for children to learn about plants and animals in their local environment, developing their curiosity about the natural world and inspiring them to protect the nature around them.

## Biodiversity Curriculum Links

## Resources online

### SCIENCE

#### LIVING THINGS AND THEIR HABITATS

- 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.

#### PLANTS

- **Observe and describe how seeds and bulbs grow into mature plants**
- **Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.**

Notes and guidance (non-statutory)

- *Pupils should use the local environment throughout the year to observe how different plants grow.*
- *Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.*
- *Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.*
- *Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.*

#### ANIMALS INCLUDING HUMANS

- **Notice that animals, including humans, have offspring which grow into adults**
- **Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)**

Notes and guidance (non-statutory)

- *Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*
- *The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.*
- *Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.*

**Idea:**  
Ponds are ideal habitats for studying animal life. Most ponds will provide real-life examples of food chains and different animal life stages e.g. dragonfly larvae, beetle larvae and tadpoles.

**Idea:**  
Visit a farm to see young animals and find out how the farmer looks after them. The Dorset Agricultural Society 1840 fund can help with costs: [www.dorsetcountyshow.co.uk/1840+education+fund](http://www.dorsetcountyshow.co.uk/1840+education+fund)

- **Leaf ID sheets:**  
[woodlandtrust.org.uk/naturedetectives](http://woodlandtrust.org.uk/naturedetectives)
- **Resources from the Pod** [jointhepod.org](http://jointhepod.org)
  - ⇒ Biodiversity Assembly
  - ⇒ Biodiversity information pack
  - ⇒ Applebee Book
  - ⇒ Compost Lesson plan
  - ⇒ How does your garden grow?
  - ⇒ Outside Learning Information pack:
  - ⇒ The Pollination Game – Quick Activity
- **RHS School Gardening Resources**  
[schoolgardening.rhs.org.uk/resources](http://schoolgardening.rhs.org.uk/resources)
  - ⇒ Bulb Planting
  - ⇒ A handy gardener
  - ⇒ Go on a seed safari
  - ⇒ Make a potato bag monster
- **Minibeast & wildlife ID sheets:**  
[wildlifewatch.org.uk/spotting-sheets](http://wildlifewatch.org.uk/spotting-sheets)
- **Chester Zoo biodiversity resources**  
[chesterzoo.org/education/learning-resources](http://chesterzoo.org/education/learning-resources)
- **Moors Valley Country Park Kids Activities:**  
[moors-valley.co.uk/kids-only/fun-activities/](http://moors-valley.co.uk/kids-only/fun-activities/)
- **Wildlife Watch activity sheets:**  
[www.wildlifewatch.org.uk](http://www.wildlifewatch.org.uk)
- **OPAL Pond Invertebrates guide**  
[www.opalexplornature.org/identification](http://www.opalexplornature.org/identification)
- **Young Peoples Trust for the Environment resources**  
<http://ypte.org.uk/lesson-plans/>
  - ⇒ Plants
  - ⇒ Animals

### GEOGRAPHY

#### GEOGRAPHICAL SKILLS AND FIELDWORK

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

- **RSPB Homes For Nature school grounds mapping activity**  
[www.tes.com/member/RSPB](http://www.tes.com/member/RSPB)





# Topic: Energy

We use lots of different types of energy in our everyday lives, often without even thinking about it! In Year 2 Science children can consider the importance of light as the energy that drives plant growth. Of course the sun and wind can be used to make renewable energy, so studying these elements of the weather can lay the foundations for learning about renewable energy in future years.

You can also start the discussions about our use of energy, especially electricity—what things do we use it for? Where does it come from? How do we use it safely? And how can we make sure we don't waste it?

## Energy Curriculum Links

## Resources online

### SCIENCE

#### PLANTS

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Notes and guidance (non-statutory)

- *Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.*
- *Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.*
- *Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.*

- **RHS School Gardening Resources**  
[schoolgardening.rhs.org.uk/resources](http://schoolgardening.rhs.org.uk/resources)

- ⇒ Bulb Planting
- ⇒ A Handy Gardener
- ⇒ Planting Acorns
- ⇒ Seed Safari
- ⇒ Potato Bag Monster

- **The Met Office weather and seasons resources**

[www.metlink.org/primary/key-stage-1/](http://www.metlink.org/primary/key-stage-1/)

- **Resources from the Pod** [jointhepod.org](http://jointhepod.org)

#### Weather

- ⇒ Teeside wild farm film
- ⇒ How to Make a Windmill
- ⇒ How to Make an Anemometer
- ⇒ Wind Watch Lesson Plan
- ⇒ Big Weather Story Quick Activity
- ⇒ Time Capsule Quick Activity
- ⇒ Weather Forecasting Quick Activity

#### Energy, Electricity & Climate

- ⇒ Busta's Energy Film
- ⇒ Energy Illustrations
- ⇒ Electricity Lesson Plan
- ⇒ Energy Adventure Quick Activity
- ⇒ Energy Information Pack
- ⇒ Watt Can You Power Lesson Plan
- ⇒ Climate Science Information Pack

- **Dorset Community Energy Solar Education Pack**  
[www.dorsetcommunityenergy.org.uk/education/](http://www.dorsetcommunityenergy.org.uk/education/)

- **Sunny Schools resources: solar in the developing world**  
<https://solar-aid.org/sunny-schools/>

- **Solar for Schools resources** [edu.solarforschools.co/gb/learn/ages/3-5](http://edu.solarforschools.co/gb/learn/ages/3-5)
  - ⇒ Electricity in School
  - ⇒ What is Electricity and How is it Measured?
  - ⇒ Energy Detectives

#### Idea:

Borrow a Dorset Community Energy Solar Education kit and learn how solar panels make electricity.  
How could solar power improve the lives of people in other countries?

### GEOGRAPHY

#### HUMAN & PHYSICAL GEOGRAPHY

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use simple compass directions (North, South, East and West)

#### Idea:

Map out the features of the school grounds and work out where the sun is in the morning and afternoon. If your school has solar panels, work out which direction they face. If not, work out where would be the best place to put them to catch the most sun.





# Topic: Waste & Litter

Schools in England throw away the equivalent of 185 double decker buses in waste every day—mostly paper and food waste. If waste isn't disposed of carefully it can end up in landfill, or as litter on our streets and in our oceans where it can cause huge problems. If you're doing Design & Technology or learning about materials, why not incorporate thinking about what happens to products and packaging when we have finished using them?

## Waste & Litter Curriculum Links

## Resources online

### SCIENCE

#### EVERYDAY MATERIALS

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

#### Notes and guidance (non-statutory)

- *identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.*
- *work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.*

- **Eco-Schools resources** [www.eco-schools.org.uk/topics/litter/](http://www.eco-schools.org.uk/topics/litter/)
  - ⇒ Let's Talk Rubbish lesson plan
  - ⇒ Please put your rubbish in the bin stick and colour poster
- **Resources from the Pod** [jointhepod.org](http://jointhepod.org)
  - ⇒ Busta's recycling film
  - ⇒ Waste Scientists Take it home sheet
  - ⇒ Waste facts
  - ⇒ Waste Superhero Quick Activity
  - ⇒ Waste Board Game Quick Activity
  - ⇒ E-Waste lesson plan
  - ⇒ Recycling game quick activity
  - ⇒ Recycling symbols quick activity
  - ⇒ Food Waste Quick Activity

### DESIGN & TECHNOLOGY

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Select from and use a wide range of materials and components, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable

- **Resources from the Pod** [jointhepod.org](http://jointhepod.org)
  - ⇒ Recycling Paper Quick Activity
  - ⇒ How to turn a cup into a pencil
  - ⇒ Plastic Bottle Waste Quick Activity
  - ⇒ Junk modelling activity
- **Wastebusters Activities** <http://resources.wastebuster.co.uk>
  - ⇒ Make a PE bag out of textiles
  - ⇒ Make your own shovel
  - ⇒ Make your own watering bottle

**Idea:**  
Can the children invent a product that can be used again and again? What materials will it require?

### ART

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

- **Milk Bottle Challenge art activities** [themilkbottlechallenge.org/art](http://themilkbottlechallenge.org/art)

**Idea:**  
Make musical instruments out of recycled materials. Don't forget to talk about why it's important to keep the se materials out of landfill.

### MUSIC

- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.





# Topic: Transport

Why do we travel? How do we like to get around? How has transport changed over the years? What have been the environmental impacts of our changing modes of transport?

The Transport topic provides opportunities for children to consider transport through history and use their imaginations to design new modes of transport. Transport can link closely to the Eco-Schools Energy and Healthy Living topics, and can feature in PSHE discussions about how children can stay healthy and be safe.

## Transport curriculum Links

## Resources online

### DESIGN & TECHNOLOGY

They should work in a range of relevant contexts e.g. the home and school, gardens and playgrounds, the local community, industry and the wider environment.

#### DESIGN

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### MAKE

- Select from and use a range of tools and equipment to perform practical task
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### EVALUATE

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria

#### TECHNICAL KNOWLEDGE

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

- **Make a wind-powered car**  
[www.housingaforest.com/wind-powered-cars/](http://www.housingaforest.com/wind-powered-cars/)
- **Resources from the Pod** [jointhepod.org](http://jointhepod.org)
  - ⇒ Electric Vehicles Lesson
  - ⇒ Transport information pack
  - ⇒ Transport Lesson
  - ⇒ Victoria Pendleton's top cycling tips

**Idea:**

Design some decorations and gadgets to decorate your bike or scooter. What characteristics to the gadgets need to have? E.g. bright, lightweight, waterproof.

**Idea:**

Have children talk to older people about how they have travelled in their lives. E.g. how did they get to school? When did they first travel by plane? Did they own a car when they were an adult?

### HISTORY

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- The lives of significant individuals in the past who contributed to national and international achievements. Some should be used to compare aspects of life in different periods

### PSHE

- **Being safe and healthy**

- **Sustrans classroom activities**  
[www.sustrans.org.uk/our-services/who-we-work/teachers/classroom-activity-sheets](http://www.sustrans.org.uk/our-services/who-we-work/teachers/classroom-activity-sheets)
  - ⇒ Staying Safe
  - ⇒ Being Healthy
  - ⇒ Exploring
  - ⇒ Future Journeys





# Topic: Water

The Water topic can encompass a whole range of areas, from the biology of aquatic life to the problems of water pollution, and how water can help us to maintain healthy bodies.

A changing climate and growing population could mean more of us having to share less and less water. Children can respond to the challenge by learning how to conserve water in school and at home.

## Water curriculum links

## Resources online

### SCIENCE

#### ANIMALS INCLUDING HUMANS

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### PLANTS

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### GEOGRAPHY

#### LOCATIONAL KNOWLEDGE

- Name and locate the world's seven continents and five oceans

#### HUMAN AND PHYSICAL GEOGRAPHY

- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and Poles
- Use basic geographical vocabulary to refer to.....beach, cliff, coast, sea, ocean, river, season and weather

### PSHE

- Being safe and healthy

### Music

- Play tuned and untuned instruments musically
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

**Idea:**  
Why do we need water? Learn why water is important for a healthy body and think of some ways of reminding ourselves to drink water, e.g. designing posters, putting 'drink me' stickers on taps or making up a '6 glasses a day' rap.

**Idea:**  
Study the impact of marine litter on oceans. For example the 'Great Pacific Garbage Patch'. How does the rubbish get to these distant parts of the oceans?

- **OPAL Pond Invertebrates guide**  
[www.opalexplornature.org/identification](http://www.opalexplornature.org/identification)
- **Hydration for children fact sheet**  
[www.naturalhydrationcouncil.org.uk/hydration-facts/fact-sheets/](http://www.naturalhydrationcouncil.org.uk/hydration-facts/fact-sheets/)
- **Anglian Water Sploshometer (wee chart!)**  
[anglianwater.co.uk/\\_assets/media/Weechart.pdf](http://anglianwater.co.uk/_assets/media/Weechart.pdf)
- **Resources from the Pod** [jointhepod.org](http://jointhepod.org)
  - ⇒ Flushed With Success
  - ⇒ Water Information Pack

- **Marine litter lesson plans on TES**  
[www.tes.com/teaching-resource/marine-environmental-conservation-6177753](http://www.tes.com/teaching-resource/marine-environmental-conservation-6177753)
- **Metlink resources**  
[www.metlink.org/primary/key-stage-1/](http://www.metlink.org/primary/key-stage-1/)
  - ⇒ Pine cone weather station
  - ⇒ Seasons: the story for teachers
  - ⇒ Precipitation: the story for teachers
- **Learning Through Landscapes resources**  
[www.ltl.org.uk/resources](http://www.ltl.org.uk/resources)
  - ⇒ It's elemental—water in the environment

- **Toilet Twinning schools resources**  
[www.toilettwinning.org/group/schools/](http://www.toilettwinning.org/group/schools/)
  - ⇒ Story with audience actions
  - ⇒ Toilet twinning song
  - ⇒ Toilet Quiz
- **Water Aid handwashing resources**  
[www.wateraid.org/uk/get-involved/teaching/ks1-resources](http://www.wateraid.org/uk/get-involved/teaching/ks1-resources)

- **Learning Through Landscapes resources**  
[www.ltl.org.uk/resources](http://www.ltl.org.uk/resources)
  - ⇒ Splash Happy: water music





# Topic: School Grounds

Your school grounds offer opportunities to bring the curriculum to life, encouraging children to be physically active, and also opportunities to create spaces for wildlife to flourish. In the school grounds children can learn to grow plants, study the weather and climate, study habitats and animal life cycles. This topic also lends itself to your work with on other Eco-Schools topics Biodiversity, Waste and Litter and can bring in Forest Schools work.

## School Grounds Curriculum Links

## Resources online

### SCIENCE

#### LIVING THINGS AND THEIR HABITATS

- 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

#### PLANTS

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- *Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.*
- *Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.*
- *Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.*

- **OPAL Pond Invertebrates guide**  
[www.opalexplornature.org/identification](http://www.opalexplornature.org/identification)
- **Resources from the Pod** [jointhepod.org](http://jointhepod.org)
  - ⇒ Biodiversity Assembly
  - ⇒ Biodiversity information pack
  - ⇒ Applebee Book
  - ⇒ Compost Lesson plan
  - ⇒ Outside Learning Information pack:
- **Woodland Trust plant & minibeast ID sheets:**  
[woodlandtrust.org.uk/naturedetectives](http://woodlandtrust.org.uk/naturedetectives)
- **Countryside Classroom resources:** [countrysideclassroom.org.uk](http://countrysideclassroom.org.uk)
  - ⇒ Growing Schools Year Planner
  - ⇒ Yorkshire Arboretum summer activities
- **RHS School Gardening Resources**  
[schoolgardening.rhs.org.uk/resources](http://schoolgardening.rhs.org.uk/resources)
  - ⇒ Seed Safari
  - ⇒ Make a leaf compost bin
  - ⇒ What part of the plant do we eat?
  - ⇒ Where in the World?
- **Learning Through Landscapes resources**  
[www.ltl.org.uk/resources](http://www.ltl.org.uk/resources)
  - ⇒ Building homes for minibeasts
  - ⇒ I spy a habitat

### GEOGRAPHY

- **Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.**
- **RSPB Homes For Nature school grounds mapping activity**  
[www.tes.com/member/RSPB](http://www.tes.com/member/RSPB)
- **Resources on Countryside Classroom** [countrysideclassroom.org.uk](http://countrysideclassroom.org.uk)
  - ⇒ Geography Skills Sharing resources—landscape poetry, photo orienteering, mapping treasure hunt

### ART

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

**Idea:**  
Try making art in the style of Andy Goldsworthy, who makes 3D art from natural materials.

- **RHS School Gardening Resources**  
[schoolgardening.rhs.org.uk/resources](http://schoolgardening.rhs.org.uk/resources)
  - ⇒ Ephemeral Art
  - ⇒ Colour All Around Us lesson plan

### MUSIC

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically

- **Learning Through Landscapes resources**  
[www.ltl.org.uk/resources](http://www.ltl.org.uk/resources)
  - ⇒ Bash, crash, swoosh!





# Topic: Healthy Living

This is such a broad topic area and an opportunity to make links in children’s minds about the connections between a healthy environment and a healthy life. This topic can encompass work you do to improve the school environment, outdoor lessons, healthy eating and physical exercise. Of course it’s not just about physical health. Friendship, being part of something, helping others, taking notice of the world and feeling connected to nature all contribute to good emotional health.

## Healthy Living Curriculum Links

## Resources online

### SCIENCE

#### ANIMALS, INCLUDING HUMANS

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Non Statutory:

- *Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*

- **Twinkl Healthy Eating Resources** [www.twinkl.co.uk/](http://www.twinkl.co.uk/)
  - ⇒ Healthy eating plate activity
  - ⇒ Design a healthy eating meal activity
  - ⇒ Healthy Eating Week resource pack
- **Tesco Eat Happy resources:** [eathappyproject.com](http://eathappyproject.com)
  - ⇒ Healthy Eating topic
- **Change4Life Resources** [campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview](http://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview)
  - ⇒ Supermeals Eatwell Plate KS1
  - ⇒ Be Food Smart KS1 Toolkit

### MATHS

#### MEASUREMENT

- Compare and sequence intervals of time
- Tell and write the time to five minutes and draw the hands on a clock face to show these times
- Know the number of minutes in an hour and the number of hours in a day

**Idea:**

Do children do the recommended 60 minutes of physical activity every day? Keep exercise diaries to record how long children do different activities for.

- **Twinkl Healthy Eating Resources** [www.twinkl.co.uk/](http://www.twinkl.co.uk/)
  - ⇒ Exercise Diary Template

### PE

- Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

- **Jigsaw resources**
- **Change4Life Resources: Let’s Play** [www.nhs.uk/Change4Life/supporter-resources/downloads/EY\\_LetsPlay\\_A4\\_Poster\\_acc.pdf](http://www.nhs.uk/Change4Life/supporter-resources/downloads/EY_LetsPlay_A4_Poster_acc.pdf)
- **Tesco Eat Happy resources:** [eathappyproject.com](http://eathappyproject.com)
  - ⇒ Food for Fuel topic

**Idea:**

Grow, prepare and eat a simple salad – radishes, lettuce, spinach and carrots and peas can be grown easily in the summer term.

- **RHS School Gardening resources:** [schoolgardening.rhs.org.uk/resources](http://schoolgardening.rhs.org.uk/resources)
  - ⇒ Growing Schools Year Planner
  - ⇒ Crop sheets for common crops







# Topic: Global Citizenship

We share the planet with billions of people, animals and plants. The curriculum provides opportunities to study how the physical environment and climate influence the different ways people live around the world, and prepares children to understand the many ways they are connected to people all over the planet.

## Global Citizenship Curriculum Links

## Resources online

### GEOGRAPHY

#### LOCAL KNOWLEDGE:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### PLACE KNOWLEDGE:

- Understand geographical similarities and differences through studying a small area of the UK and a contrasting non-European country

#### HUMAN AND PHYSICAL GEOGRAPHY:

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

#### GEOGRAPHICAL SKILLS AND FIELDWORK:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

#### OXFAM activities

[www.oxfam.org.uk/education/resources](http://www.oxfam.org.uk/education/resources)

- ⇒ Your World My World
- ⇒ Global Citizenship activities for Under 5s
- ⇒ All in a Day

#### Global Dimension resources

<https://globaldimension.org.uk/resources/>

- ⇒ Celebrating Antarctica
- ⇒ Lessons From Africa

#### Send a Cow Resources

[www.sendacow.org.uk/lessonsfromafrica/resources/](http://www.sendacow.org.uk/lessonsfromafrica/resources/)

- ⇒ Ugandan Landscapes images
- ⇒ Ugandan Schools images
- ⇒ African Food Gallery

### MUSIC

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play untuned instruments musically

#### Idea:

Learn a song from another country and teach it to another class.

#### Global Dimension resources

<https://globaldimension.org.uk/resources/>

- ⇒ Sounds of Peace toolkit

#### OXFAM activities

[www.oxfam.org.uk/education/resources](http://www.oxfam.org.uk/education/resources)

- ⇒ Global Music Lessons

### PHYSICAL EDUCATION

- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

#### Send a Cow Resources

[www.sendacow.org.uk/lessonsfromafrica/resources/](http://www.sendacow.org.uk/lessonsfromafrica/resources/)

- ⇒ Ugandan Children's Games
- ⇒ Make a Plastic Bag Football

### DESIGN AND TECHNOLOGY

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

#### Idea:

Explore where our favourite fruit and vegetables are grown.

#### RHS School Gardening Resources

[schoolgardening.rhs.org.uk/resources](http://schoolgardening.rhs.org.uk/resources)

- ⇒ Where in the World?

#### Tesco Eat Happy Project resources

[eathappyproject.com](http://eathappyproject.com)

- ⇒ Sustainability topic

