

# Woodland Wonders

## Materials



metal



wood



plastic

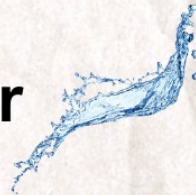


glass

rock

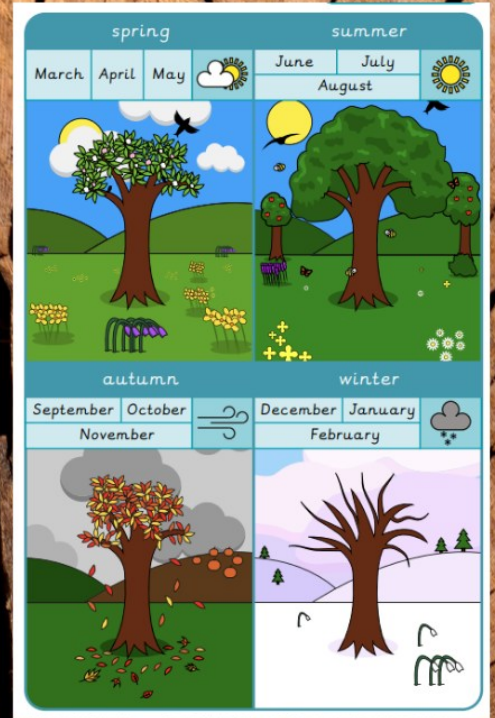


water



We will be using all our previous knowledge in science to work scientifically.

## Seasons



## ANIMALS

### herbivores



eat plants

### carnivores



eat animals

### omnivores



eat plants and animals



mammal



fish



bird



amphibian



reptile

# Woodland Wonders, Science through stories —YEAR 1

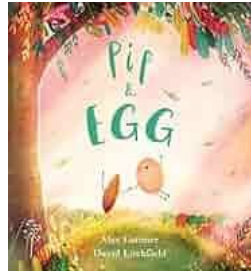
## Curriculum Coverage

### English

As **writers**, we will:

#### Fiction:

- Retell the story of Pip and Egg.
- Explore the different settings in the story and create our own setting descriptions.



#### Non—Fiction:

We will be learning about owls and writing an information text about them.

As **historians**, we will:

- be learning how homes have changed over time.
- be exploring different types of homes, placing them on a timeline,
- be using key words like *older* and *newer*.
- be comparing features of homes past and present, including looking at the windmill in our local area.

As **Wray Common citizens**, we will:

focus on inspiring a love of reading! We will celebrate the magic of reading and the adventures that books can unlock. Together, we will discover that every book is a doorway to adventure — and that a lifelong love of reading can begin with just one page.



As part of our learning in **design and technology**, we will:

- be finding out the purpose of levers and sliders in real life.
- designing and making our own woodland scene using a slider and lever.

### Maths

As **mathematicians**, we will learning about:

#### Numbers to 100:

- counting up to and recognising numbers to 100.

#### Money:

- be able to recognise coins and notes.

#### Time:

- to able to tell the time to o'clock and half past.

#### Volume and capacity:

- be able to compare volume and find capacity.

#### Mass

- be able to compare mass.

**Please continue to support your child regularly with Numbots.**

In PSHE, we are focusing on **relationship and health education**.

- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
- to recognise that each family is different and unique and are made up in different ways.
- begin to recognise how they have changed physically since they were a baby.
- to be able to explain basic hygiene routines.
- to be able to identify and name the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.

As **scientists**, we will:

- Be exploring the world around us and raising our own simple questions.
- Recognising there are different types of enquiry (ways to answer a question).
- Beginning to recognise whether a planned test is fair.
- With support, deciding if suggested observations are suitable.
- Suggesting what might happen, often justifying with personal experience.

As sportspeople in **striking and fielding** and **target games** we will:

- develop our understanding of defending (fielding) and attacking (batting) for striking and fielding games.
- develop our underarm and overarm throwing.

Through our **religious education**, we will be reflecting on all the stories (both religious and non religious) that we have learned throughout the year to answer the question '**Why do people tell stories?**'

