



# Early Years Foundation Stage Curriculum

Topic	Animals	Plants	Homes & Habitats	Wild Wellbeing
Activities	Explore and identify which animals live on site with pond dipping and minibeast hunting	Explore and identify which plants are on site with a scavenger hunt and art activity	Find out where animals live on site with minibeast hunting, pond dipping and creating an animal home	Practise mindfulness in nature, go on a nature walk and take part in a sensory art activity
Focus of Learning Objectives	<ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</li> <li>They move confidently in a range of ways, safely negotiating space.</li> </ul>	<ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</li> <li>Children use what they have learnt about media and materials in original ways.</li> </ul>	<ul style="list-style-type: none"> <li>They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>They make observations of animals and explain why some things occur, and talk about changes.</li> </ul>	<ul style="list-style-type: none"> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>Children are confident to try new activities, and say why they like some activities more than others.</li> <li>Children talk about how they and others show feelings.</li> <li>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>





Topic	Animals	Plants	Habitats	Wild Wellbeing
<b>Activities</b>	Explore, identify and observe the animals on site with pond dipping, minibeast hunt and bird watching.	Explore the plants on site with exciting activities and challenges, including nature trails and seed collection.	Discover where animals live on site with a site walk, match homes to animals, minibeast hunt, pond dipping and creating your own habitat.	Practise mindfulness in nature, go on a nature walk and take part in a sensory art activity
<b>Focus of Learning Objectives</b>	<p><b>Year 1 - Science:</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul> <p><b>Year 2 - Science:</b></p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• how people and other living things have different needs; about the responsibilities of caring for them</li> </ul>	<p><b>Year 1 - Science:</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><b>Year 2 - Science:</b></p> <ul style="list-style-type: none"> <li>§ observe and describe how seeds and bulbs grow into mature plants</li> <li>§ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<p><b>Year 2 - Science:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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</li> </ul>	<p><b>Science:</b> identify and name the basic parts of the human body and say which part of the body is associated with each sense</p> <p><b>Art:</b> develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• about what keeping healthy means; different ways to keep healthy</li> <li>• about how physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>• about ways of sharing feelings; a range of words to describe feelings</li> <li>• about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> </ul>



Topic	Animals	Plants	Habitats	Rocks & Soil	Maps	Wild Wellbeing
<b>Activities</b>	Explore the animals on site through pond dipping, minibeast hunting, bush beating and a nature walk. Discuss food chains and classification.	Explore the structure of plants through collection, observation and interactive games. Take part in pollination and seed dispersal activities.	Discover where animals live on site with a site walk, match homes to animals and create your own habitat.	Analyse rocks and discover the contents and properties of soil through experiments.	Create a scaled map of the site and design your own nature reserve with natural objects	Practise mindfulness in nature, go on a nature walk and take part in a sensory art activity
<b>Focus of Learning Objectives</b>	<p><b>Year 3 - Science:</b></p> <ul style="list-style-type: none"> <li>identify that animals have skeletons and muscles for support, protection and movement</li> <li>interpret and present data using bar charts, pictograms and tables</li> </ul> <p><b>Year 4 - Science:</b></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> <li>construct and interpret a variety of <b>food chains</b>, identifying producers, predators and prey</li> </ul>	<p><b>Year 3 - Science:</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants: pollination, seed formation and seed dispersal</li> </ul> <p><b>Year 4 - Science:</b></p> <ul style="list-style-type: none"> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>	<p><b>Year 3 - Science:</b></p> <ul style="list-style-type: none"> <li>identify that animals have skeletons and muscles for support, protection and movement</li> <li>interpret and present data using bar charts, pictograms and tables</li> </ul> <p><b>Year 4 - Science:</b></p> <ul style="list-style-type: none"> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<p><b>Year 3 - Science:</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>about the elements of a balanced, healthy lifestyle</li> <li>about choices that support a healthy lifestyle, and recognise what might influence these</li> <li>how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>how regular (daily/weekly) exercise benefits mental and physical health</li> <li>that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, doing things for others, can support mental health and wellbeing</li> <li>how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</li> </ul>



# Upper Key Stage 2 Curriculum

Topic	Animals	Plants	Maps	History*	Wild Wellbeing
<b>Activities</b>	Explore the animals on site through pond dipping, minibeast hunting, bush beating and a nature walk. Discuss adaptation and classification	Explore plants through collection, observation and interactive games focused on recording and classifying.	Create a scaled map of the site and design your own nature reserve with natural objects	Victorian engineers and designers: can you build a tower, bridge or a structure that will hold water?	Practise mindfulness in nature, go on a nature walk and take part in a sensory art activity
<b>Focus of Learning Objectives</b>	<p><b>Year 5 - Science:</b></p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ul>	<p><b>Year 5 - Science:</b></p> <ul style="list-style-type: none"> <li>describe the life process of reproduction in some plants and animals.</li> </ul>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key to build their knowledge of the United Kingdom</li> <li>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p><b>**At Walthamstow and Woodberry Wetlands only</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>undertake a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>undertake a local history study</li> </ul>	<p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>how to make informed decisions about health</li> <li>about the elements of a balanced, healthy lifestyle</li> <li>about choices that support a healthy lifestyle, and recognise what might influence these</li> <li>how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>how regular (daily/weekly) exercise benefits mental and physical health</li> <li>that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, doing things for others, can support mental health and wellbeing</li> <li>how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</li> </ul>
	<p><b>Year 6 - Science:</b></p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<p><b>Year 6 - Science:</b></p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> <li>describe the life process of reproduction in some plants</li> </ul>			