

Donington on Bain Primary School

Nature School links to the wider Curriculum



	Reception, Year 1 and 2	Year 3 and 4	Year 5 and 6
SCIENCE	- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. - Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. - 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.	- Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - Investigate the way in which water is transported within plants. - Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	- Relate knowledge of plants to studies of evolution and inheritance. - Relate knowledge of plants to studies of all living things.
	- Explore and compare the differences between things that are living, that are dead and 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.	- Recognise that living things can be grouped in a variety of ways. - Explore and use classification keys. - Recognise that environments can change and that this can sometimes pose dangers to specific habitats.	- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life process of reproduction in some plants and animals. - Describe how living things are classified into broad groups according to common observable characteristics. - Give reasons for classifying plants and animals based on specific characteristics.
	<i>Observe the apparent movement of the Sun during the day.</i> - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.		
PE	Pupils should 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.	- Arrive properly equipped for outdoor and adventurous activity. - Understand the need to show accomplishment in managing risks. - Show an ability to both lead and form part of a team. - Support others and seek support if required when the situation dictates. - Show resilience when plans do not work and initiative to try new ways of working.	- Select appropriate equipment for outdoor and adventurous activity. - Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. - Embrace both leadership and team roles and gain the commitment and respect of a team. - Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. - Remain positive even in the most challenging circumstances, rallying others if need be. - Use a range of devices in order to orientate themselves.

Donington on Bain Primary School

Nature School links to the wider Curriculum



		• Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.	• Quickly assess changing conditions and adapt plans to ensure safety comes first.
GEOGRAPHY	• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.	• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	• Identify and describe how the physical features affect the human activity within a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
D & T	• Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. • Cut materials safely using tools provided. • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). • Cut materials accurately and safely by selecting appropriate tools. • Choose suitable techniques to construct products or to repair items.	• Create and refine recipes, including ingredients, methods, cooking times and temperatures. • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).
MUSIC	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes	• To listen with attention to detail and recall sounds with increasing aural memory	• To listen with attention to detail and recall sounds with increasing aural memory
ART & DESIGN	• To use a range of materials creatively to design and make products. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
PSHE	<u>Reception</u> - Self-identity, rights and responsibilities, challenge, perseverance, goal-setting, overcoming obstacles, seeking help, achieving goals, physical activity, safety, friendship, being a good friend, fun and fears <u>Y1&2</u> – being part of a class, rights and responsibilities, rewards and consequences, safe and fair learning environment, setting and achieving realistic goals, tackling new challenges, feelings of success, being safe, linking health and happiness, life cycles – animal and human,	Setting personal goals, positivity in challenges, rules, rights and responsibilities, rewards and consequences, responsible choices, difficult challenges and achieving success, motivation and enthusiasm, recognising and overcoming obstacles, respect for myself and others, friendship and negotiation, being a global citizen, being part of a class team, overcoming disappointment	Being a citizen, rights and responsibilities, rewards and consequences, supporting others, motivations, self-recognition and self-worth, building self-esteem, identifying goals, role-modelling, making a difference in the world, recognising achievements, compliments, taking responsibility