

Love Our Plant – Sustainability Planning and Progression of Skills



EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sharing and showing kindness to others	Winter Wonders	Can We Fix It?	Spring Has Sprung	Let's Grow	Don't Bug Me!
Love Our Planet - Sustainability	<p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Identify features of the different seasons – Autumn walk. ☞ Look at different weather ☞ Changes to trees/plants in our environment 	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☞ Identify features of the different seasons – Autumn walk. ☞ Look at different weather ☞ Changes to trees/plants in our environment <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Identify features of the different seasons – Winter walk. ☞ Look at different weather ☞ Changes to trees/plants in our environment – Christmas trees ☞ Arctic – compare and contrast, animals, and their way of life. 	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☞ Identify features of the different seasons – Winter walk. ☞ Look at different weather ☞ Changes to trees/plants in our environment – Christmas trees ☞ Arctic – compare and contrast, animals, way of life <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Talk about similarities and differences around environment ☞ Identify features of the different seasons ☞ Look at different weather 	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☞ Talk about similarities and differences around environment ☞ Identify features of the different seasons ☞ Look at different weather <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Identify features of the different seasons – Spring walk. ☞ Notice changes to the environment caused by season ☞ Observe the change in eggs to chick ☞ Life cycle of a hen ☞ Help to look after the chicks ☞ Planting potatoes and sunflowers and then looking after them ☞ Make close observations of animals ☞ Look for change and explain this 	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☞ Identify features of the different seasons – Spring walk. ☞ Notice changes to the environment caused by season ☞ Observe the change in eggs to chick ☞ Life cycle of a hen ☞ Help to look after the chicks ☞ Planting potatoes and sunflowers and then looking after them ☞ Make close observations of animals ☞ Look for change and explain this <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Identify features of the different seasons – Summer walk ☞ Keeping safe in the sun ☞ Make close observations of animals and plants ☞ A daily calendar completed to identify the season, date and weather ☞ Notice changes to the environment caused by season ☞ Identify differences and similarities in plants 	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☞ Identify features of the different seasons – Summer walk ☞ Keeping safe in the sun ☞ Make close observations of animals and plants ☞ A daily calendar completed to identify the season, date and weather ☞ Notice changes to the environment caused by season ☞ Identify differences and similarities in plants <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ A daily calendar completed to identify the season, date and weather ☞ Notice changes to the environment caused by season ☞ Help to look after plants and harvest a potato crop ☞ Identify different species of insects ☞ Treat the insects with care ☞ Use magnifying glass independently and safely ☞ Observe changes to the caterpillar - Life cycle of a butterfly



Year 1

Love Our Planet - Sustainability

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What's going on?	Dinosaurs	Can you Dig it?	Animals around the World	Art Attack	The seaside
	Weather and seasons Exploring our local area	Weather and seasons Comparing materials	Weather and seasons What do plants need?	What do animals need to survive?	Comparing materials	Class debate – use of plastic Ocean animals
	<p><u>Previous Learning</u> Pupils have identified the four seasons and changes in weather.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through exploring and comparing the four seasons pupils will discuss the changes in the weather in Autumn over time. Global warming will be introduced and the causes and impact of global warming on the seasons. Pupils will walk around the local area identifying the local features. Along the way children will pick up litter to protect and care for the environment and discuss this upon their return. The impacts of pollution will be explored using media. 	<p><u>Previous Learning</u> Pupils have explored different materials and discussed their appearance and how they feel. Pupils have attended assemblies and had talks about what recycling is and the benefits of this.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through exploring and comparing the four seasons pupils will discuss the changes in the weather in winter over time. Global warming and its causes and impacts will be discussed. Pupils will explore and compare the properties of a variety of materials (for example, wood, metal, plastic, fabric, glass) of materials. Children will be investigating recycling and the benefits of this. Pupils will sort materials into those that can be and those that can't. Alternatives will also be discussed 	<p><u>Previous Learning</u> The children have learnt about what a plant needs to grow and grown their own potatoes.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through exploring and comparing the four seasons pupils will discuss the changes in the weather in spring over time. Global warming and its causes and impacts will be discussed. Pupils will identify the parts of a plant, including seeds and what they need to grow. The function of plants will be explored and the importance of planting. The classes will plant their own tree and sustainability of the environment will be discussed. 	<p><u>Previous Learning</u> The pupils have identified a variety of animals.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils through research and investigation will identify the different types of animals, what they need to survive and explore the different habitats of animals. They will look at their location, and their features to shelter the animals. Pupils will also explore dangers that animals are facing such as deforestation and global warming and the impact this is having upon those habitats and the roles, they will play in this. Presentation from Teacher on the role the WWF plays to protect animals using media and sponsorship materials. 	<p><u>Previous Learning</u> Pupils have explored the different materials, their features and also discussed if they think they can be recycled.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will continue their learning of materials and select the most appropriate material to build a bridge. Pupils will explore the advantages and disadvantages of each and design and create their own bridge for the three billy goats to cross. During this time pupils will explore plastic and how this has been used in the past and the impact this has had on our environment. This will be reinforced through media (videos and Newsround) 	<p><u>Previous Learning</u> The pupils have identified the different types of animals and what they need to survive and some of the threats they face. Pupils have also learnt about the different geographical features.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will have a class debate on plastic. One group for the use of plastic and one group against. Pupils will research and investigate through media and interviews. After a trip to the SeaLife centre and the beach, pupils will create a collage from what they found on the beach. Pollution will be explored and pupils will present back their findings from their day from both the SeaLife centre and observation on the beach. Pupils will also use their experience to identify animals that live in the ocean and what they need to survive and how we can protect them for future generations. Posters will be made to inform other pupils across the school.



Year 2

Love Our Planet - Sustainability

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discovering London		All creatures great and small		Exciting Explorers	
The United Kingdom and their capital cities.				Continents, Countries and oceans Compare weather patterns and the four seasons	
<p><u>Previous Learning</u> Pupils have used a range of materials to build landmarks. Pupils have identified weather patterns in the UK, focussing on the four seasons.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through pupils looking at and comparing the suitability of variety everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Pupils will then look at how these materials can be recycled and the process. Pupils will then use their knowledge of different materials and link to the Great Fire of London to investigate which materials would promote sustainable housing. Pupils visit Nene Valley Railway for their school trip and learn about Paddington. They will then research into the impact trains have on the environment Through comparing the weather conditions of Peru and the United Kingdom, pupils will then look at the impact it has on the environment. 		<p><u>Previous Learning</u> Pupils will have identified and named a variety of common animals that are carnivores, herbivores and omnivores Pupils have described and compared a variety of animals</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through learning about different animals' habitat pupils will think about how we can protect the habitats of animals. They will go for a walk in the local area identifying the dangers to a habitat and how we could make changes. Pupils will also learn about how some animals obtain their food from plants and think about what we can do to ensure there is not a shortage of plants. Pupils will then present their ideas. 		<p><u>Previous Learning</u> Pupils have read stories about going to the moon. Pupils have named variety of common animals</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through learning about Christopher Columbus and Neil Armstrong pupils will compare their way of travelling and investigate which mode of transport was better for the environment. Pupils will then look further into the impact the rocket has on the environment and compare to cars, buses etc. Pupils will also look at the impact the discoveries have on the world we know today. As part of their science topic of plants, pupils will identify which plants we eat and which plants we do not and what a plant needs to grow. They will then learn about Fair Trade and farming. Pupils will design a scarecrow to help stop Famer Geraldine's seeds being eaten by crows. They will think about using water and wind power to move the scarecrow instead of electricity. 	



Year 3

Love Our Planet - Sustainability

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discovering Dinosaurs		Opposites Attract		Bella Italia	
<p><u>Previous Learning</u> Pupils have identified animals as carnivores, herbivores and omnivores Pupils have learnt how animals obtain the food from plant and how they can assure that there are no shortages Pupils have looked at and compared the suitability of a variety of building materials</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through creating their own compost bin, the pupils will learn of the layers of soil and about the soil formation process from rocks and organic matter By exploring a nutrient pyramid, the pupils will learn about the types of nutrients plants and animals need, how they obtain it differently through eating and photosynthesis and how humans are unable to make their own food. By comparing the nutrients needed by humans and animals, the pupils will learn that each have different diets. Through investigation the pupils will discover if it is possible to make food without using plants or animals? Pupils will create a replica Stone Age dwelling using natural material from the environment area. Pupils will investigate and analyse the houses of Skara Brae, considering how they were fit for purpose and how they were appealing. Pupils will also make comparisons between the Stone Age dwelling and modern homes, looking at materials and tools used and building techniques. Pupils will use their research to select materials with the same properties according to aesthetic and functional qualities. Pupils will evaluate their final houses against those from the Stone Age and against their design criteria. Pupils will understand how key events and individuals in design and technology have helped shape the world and how this has shaped houses of today. 		<p><u>Previous Learning</u> Pupils have made comparisons between house of today and houses in stone age Britain. Pupils have learnt about the sustainability of different housing materials.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through exploring geographical features, the pupils will understand what beaches, cliffs, coasts, forests, hills, mountains, seas, oceans and rivers are. Pupils will use geographical vocabulary to identify and label the features of an environment within a photograph. Pupils will identify and label geographical features, making comparisons between two different locations. In history Pupils will continue to compare prehistoric living to modern day living. Considering how civilization adapted metals to use as tools and armour and changed way people lived. Compare the Stone Age dwelling and caves with the Iron Age roundhouse. 		<p><u>Previous Learning</u> Pupils have learnt which plants we do and do not eat. Pupils have learnt about fair trade and farming Pupils have explored different modes of transportation and which are more economically viable. Pupils have learnt about sustainable living with crops.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through discussions surrounding good citizenship within the community, pupils will explore ways that can benefit the environment of our local area. Through growing plants and crops, pupils will develop a continued and progressed understanding of how to live sustainably and how to protect the environment. Within science lessons, pupils will investigate what plants need to grow, the pupils will learn about their needs for light, nutrients, water and soil, as well as ensuring they have room to grow. Pupils will investigate the natural ways to protect the plants and how farmers can also do this without using insect repellents and pesticides. During PSHCE and Careers lessons, pupils will explore what attributes are required to live sustainably as an adult. They will investigate what it means to be a 'grown-up'. Pupils will reflect on what they are responsible for now and how it will change throughout their life. This will link to healthy nutrition both in their lives and others for sustainable living. They will explore the sources of food and how it is produced and how this impacts the future of living sustainably across the world. Pupils will compare how the Romans lived with how we live today. They will compare how the Romans grew crops, fished in the seas and farmed animals to provide nutrition as well as inventing the aqueduct to sustainably provide water for towns and cities. 	



Year 4

Love Our Planet - Sustainability

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Americas		Invaders and Settlers		George's Marvellous Medicine	The Awesome Egyptians
	<p><u>Previous Learning</u> Pupils have some experience of exploring places on a map and using an atlas.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through exploring the Amazon Rainforest, pupils will research the impact of deforestation, for uses such as palm oil and consider how they could save the rainforest, to protect the unique species of wildlife inhabited there. Pupils will collaboratively work to generate innovative ideas on how they could protect the Amazon Rainforest and choose how to present their ideas, through Sways, PowerPoint and Flipgrid. 	<p><u>Previous Learning</u> Pupils have investigated sustainability and considered the impact of deforestation on our planet.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through exploring different types of animals in a range of habitats in Science, pupils will learn about different charities that help to protect endangered species of animals. They will investigate animals native to America and examine why certain animals have become extinct and generate conservation solutions to protect animals at risk of extinction. 	<p><u>Previous Learning</u> They have knowledge of different types of animals and plants and considered the requirements needed for a sustainable habitat.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through exploring their local area, the pupils will explore the risk and dangers to living things in their environment. Pupils will use the internet to research natural and man-made changes that can occur in the environment and how they can cause endangerment and extinction to species. Make links to Gerald Durrell's conservation work in Madagascar. Present, as a group, possible ways of making positive changes to impact the environment to save local wildlife. 	<p><u>Previous Learning</u> Pupils have considered natural and manmade changes that can impact on the environment.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will research the emigration of the Vikings across England and consider the impact that this had on the physical landscape of England. They will examine the carbon footprint created by different modes of travel and reflect on whether Viking longboats or modern-day transport is greener and suggest how transport can be more eco-friendly. 	<p><u>Previous Learning</u> Pupils have explored global warming created through transport and other methods.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through creating their marvellous medicine smoothies, pupils will research seasonality and explore where and how a variety of fruits and vegetables are grown and processed and learn about Fair Trade and sustainable farming. Through learning about the states of matter and from an Anglian Water visit, children will consider the effects of global warming on the water cycle and devise solutions on how to preserve water for future generations, which is safe to drink. 	<p><u>Previous Learning</u> Pupils have explored the properties of a wide range of materials and considered whether they can be recycled and help towards a more sustainable planet.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through comparing the climates in Egypt and the UK, pupils will research the impact of a country's temperature and precipitation levels on the sustainability of farming crops, welfare of humans and animals and challenges to everyday life. In discussions in RE lessons, pupils will reflect on how to become a better person, by considering changes that they can make in their life to help to protect the planet and make the world a safer, healthier and more sustainable place for current and future generations to enjoy.



Year 5

Love Our Planet - Sustainability

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To infinity and beyond...		The Maya Civilisation	The Terrible Tudors	Mother Nature: Out of Control?	On the move!
<p><u>Previous Learning</u> Pupils would have learnt the scientific aspects of Planets in the Solar system, Space exploration and impact of the movement of Earth and Moon around the Sun and Earth respectively.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through gaining their knowledge during the initial learning about space in year 5, pupils could then explore and research further the natural resources found on Earth and other planets focussing on the fact why life on Earth is possible Compare and contrast natural resources on Earth with other planets in Solar system and understand why Earth is a special planet and how to protect the uniqueness and keep the planet safe for generations to live in. Through further exploration, research they could collaborate ideas to explain why conservation of these natural resource is important and the impact it has on planet Earth. Pupils could survey use of resources and materials in their daily lives, compare it to their parents/grandparent's times and find aspects of today's life in UK that would help sustainability of resources on Earth. 		<p><u>Previous Learning</u> In Autumn term, Pupils had opportunity to explore natural resources found on Earth and conclude how these resources on Earth enables life forms to survive. In Year 4 they looked at local produce.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will learn what natural resources are and how humans use them to survive. Pupils will use research to determine the similarities and differences in the uses of natural resources between themselves as present day Britons, against the historical Maya Civilisation. Pupils will compare the early historical farming of the Maya, with farming in Modern Britain. 	<p><u>Previous Learning</u></p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through comparison of life during Tudor times and life after such as Victorian-Industrial revolution until modern times, pupil explore factors responsible in rising concern of Earth's sustainability today – Pupil could enquire and discuss ideas that can be used from the past and present to create a more sustainable world – For example ways to recycle and reuse resources like it was done in the past time periods and finding ways to use sustainable technology from today's time to assist. 	<p><u>Previous Learning</u> Pupils have gained understanding of the importance and the impact of natural resources on Earth.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through research pupils try to understand the impact of urban living and consumption of fossil fuel affecting the global weather patterns, causing climate change. Pupils investigate how this human contribution/environmental factor causing natural disasters can be improved to make our planet Earth more sustainable and safer for future generations. 	<p><u>Previous Learning</u> Pupils will have discussed Global Warming in a different context in Year 4.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> The relationship between transportation and climate change. Through research, pupils will understand the environmental impact of transport over the time. Pupils will compare and contrast historic and modern modes of transport and how they have affected the environment. Pupils will study different countries around the world focusing on those countries' individual impact on their national and worldwide environment. Pupils will take part in D & T projects relating to designing vehicles: they will consider the environmental impact of their designs in the design and evaluation stages.



Year 6

Love Our Planet - Sustainability

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<i>The World at War</i>		<i>Ancient Greece</i>	<i>We are Scientists</i>	<i>Brilliant Business</i>	<i>Showtime</i>	
	<p><u>Previous Learning</u> Pupils will have previously learned about farming methods in ancient civilisations and how that compares with modern methods of food production and explored how industrial revolutions have impacted on sustainable technology.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through exploring the events that took place in WW2, pupils will look at the sustainability of food during the rationing period and how families needed to use food more economically. Pupils will discuss the importation of food and whether this was possible during this time. Pupils will investigate the type of food grown within the UK during this time and compare it to modern crop production. This will be linked to the changing roles of women such as the land army, where women went to work on the land. Pupils will compare WW2 recipes with modern day recipes to evaluate how quantities of food have changed and how we can use food more responsibly. 		<p><u>Previous Learning</u> Pupils will have previously learned about the key weather patterns around the world and the various climatic zones across the continents. Pupils will have studied different methods of erosion by sea and river. Pupils will also have gained insight into the effect of humans on the environment over time and why we seek to manage and sustain it. This term, pupils will develop an in depth understanding of the trade routes, economy and the natural resources of the UK in comparison with Greece.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through studying the ancient Greeks will explore the Greeks' connection to land and natural resources, from ancient irrigation methods to modern permaculture and bio-energy development. Pupils will focus on human geography (trade routes and produce, currency and exchange) in Ancient Greece, drawing comparisons between modern day Greece and the UK. In order to contextualise this, pupils will study the shipwreck at Navagio Beach, Zakynthos. Pupils will study the Greek island of Crete to learn about how the earliest civilizations made use of natural resources and consider current-day challenges making farmers vulnerable. Pupils will also compare how the ancient Greeks used their land and explore how renewable energy technologies are now helping the island lower its carbon footprint. 		<p><u>Previous Learning</u> Pupils will have previously learned the natural resources found on the planet, which resources are finite and non-finite and ways to reduce our consumption of these resources through reusing and recycling them.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through discussions in PSHCE pupils will gain an insight into who cares for the environment and what their contribution can be. 		<p><u>Previous Learning</u> Pupils will have previously learned about reducing the consumption of finite natural resources and ways that we can care for the environment.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through researching renewable energy, pupils will design an independent coding project to mimic a wind farm, exploring renewable energy and importance of computer coding in the real world. Pupils will bring their design to life, by creating a code using sequences, selection and repetition to mimic wind variation. They will use variables to indicate wind and generate power. Pupils will develop their previous coding to create an output of the power generated. Pupils will choose a purpose for the energy created by the windfarm then design and code this using a range of variables. Pupils will test their program and debug using logical reasoning and will present their project,

				explain their computational thinking and evaluate their project.
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Whole Academy Initiatives

Eco Warriors – Collect fruit peelings

Fair Trade Week

Earth Day

