



Cross-curricular possibilities in November's Plant Science Lesson Plan 3: birch, windborne seeds

SCIENCE

SCIENTIFIC METHOD

- ✓ Ask simple questions, answer in different ways
- ✓ Observe closely; use simple equipment
- ✓ Perform simple tests
- ✓ Identify and classify
- ✓ Suggest answers to questions
- ✓ Gather and record data

STATUTORY - PLANTS

- ✓ Identify and name a variety of common wild and garden plants, incl. deciduous & evergreen trees
- ✓ Identify and describe the basic structure of a variety of common flowering plants, incl. trees.

NON STATUTORY – PLANTS

- ✓ Explore local plants and their habitats
- ✓ Record changes over time
- ✓ Record growth of plants pupils have planted

STATUTORY – ANIMALS

- Identify and name common fish, amphibians, reptiles, birds and mammals
- ✓ Identify and name common carnivores, herbivores and omnivores
- describe and compare their structure
- label parts of the human body; senses.

STATUTORY – EVERYDAY MATERIALS

- distinguish between object and material
- identify and name materials, including wood, plastic, glass, metal, water, and rock
- describe simple physical properties
- compare and group materials.

STATUTORY – SEASONAL CHANGES

- ✓ observe changes;
- ✓ weather, day length.

OTHER SUBJECTS

MATHS

- ✓ Number - number and place value
- Number - addition and subtraction
- Number – multiplication and division
- Number - fractions
- ✓ Measurement – shapes
- Measurement – direction

ENGLISH

- ✓ Spoken language
- Reading – word reading
- ✓ Reading – comprehension
- Writing – spelling
- Writing – handwriting
- Writing – composition
- Writing - vocabulary, grammar and punctuation
- Revision of Reception Work

ART & DESIGN

- range of materials to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- range of techniques in using colour, pattern, texture, line, shape, form and space
- work of artists, craft makers and designers; practices and disciplines; links to own work.

COMPUTING

- algorithms; programs on digital devices; precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict simple programs
- use technology to create, organise, store, manipulate and retrieve; uses beyond school
- use technology safely and respectfully; keep personal information private; help and support.

DESIGN & TECHNOLOGY

- Cooking and Nutrition: healthy and varied diet; prepare dishes; know where food comes from.
- Design: - design products for themselves and other users based on design criteria
- generate, develop, model and share their ideas
- Make: - select tools and equipment for cutting, shaping, joining and finishing.
- use criteria to select materials and components: construction materials, textiles and ingredients.
- and evaluate a range of existing products.
- evaluate their ideas against design criteria
- Technical Knowledge: - build structures; explore how stronger, stiffer and more stable
- explore and use mechanisms [eg levers, sliders, wheels and axles], in their products



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GEOGRAPHY

Locational 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 the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical knowledge

- 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 basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and field work

- 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
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ✓ 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.

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 have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

LANGUAGES

Nothing in KS1

MUSIC

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 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.

PHYSICAL EDUCATION

- ✓ 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.