



**All of these topics follow the statutory requirements of the National Curriculum.**

	<p style="text-align: center;"><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>- discussing the significance of the title and events</li> <li>- discussing word meanings, linking new meanings to those already known</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> </ul>	<p style="text-align: center;"><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul>	<p style="text-align: center;"><b><u>Progression of skills</u></b></p> <p style="text-align: center;">What pupils should know about climate change and sustainability by the end of Year 2</p>
<p><b><u>English</u></b></p>	<p><b>The Rhythm of the Rain</b> – <i>Grahame Baker-Smith</i>; Non fiction text about the water cycle. <a href="#">Find resources from the EAL hub here.</a></p> <p><b>Somebody Swallowed Stanley</b> – <i>Sarah Roberts and Hannah Peck</i>; Fiction text about plastic waste. <a href="#">Find resources &amp; planning from Scholastic here.</a> Find a pollution word map from Twinkl <a href="#">here.</a></p> <p><b>Dinosaurs and All that Rubbish</b> - <i>Michael Foreman</i>; Fiction text about litter and waste. <a href="#">Find resources &amp; planning from TES here.</a> There is more from Oxfam <a href="#">here.</a> Find a pollution word map from Twinkl <a href="#">here.</a></p> <p><b>The Trouble with Dragons</b> - <i>Debi Glori</i>; Fiction text about global warming. <a href="#">Reading response planning from TES here.</a> More ideas from the <a href="#">Early Years Staffroom here.</a></p> <p><b>Winston of Churchill: One Bear’s Battle Against Global Warming</b> - <i>Jean Davies Okimoto</i>; Fiction text about global warming. Prompts for a class discussion about <a href="#">philosophy is here.</a></p> <p><b>The Tantrum that Saved the World</b> - <i>Megan Herbert and Michael E. Mann</i> The world's first carbon-neutral children's book about climate change. Listen to the story with <a href="#">a musical accompaniment here.</a> Lesson plan <a href="#">available from TES here.</a></p>	<p><b>Our Little Inventor</b> – <i>Sher Rill Ng</i>; A little girl invents a way of reducing pollution, but will everyone listen to her ideas? Planning and resources from <a href="#">Allen &amp; Unwin here.</a> Take part in an inventions activity from <a href="#">Little Inventors here.</a></p> <p><b>Mallee Sky</b> – <i>Jodi Toering and Tannya Harricks</i>; Poetic book about Australian drought Use the <a href="#">teachers’ notes from the publisher here.</a></p> <p><b>A Planet Full of Plastic</b> – <i>Neal Layton</i>; Explanations and solutions about plastic waste. Teacher resources <a href="#">from the author are available here.</a> Range of resources from <a href="#">Kids Against Plastic here.</a></p> <p><b>Welcome to Country</b> – <i>Aunty Joy Murphy and Lisa Kennedy</i>; The story of Aboriginal culture and thoughts for the future. Teacher resources <a href="#">from the author are available here.</a> A video message <a href="#">from the author and cultural setting here.</a></p> <p><b>The Great Kapok Tree: A Tale of the Amazon Rain Forest</b> - <i>Lynne Cherry</i> Learning resource <a href="#">from TES here</a> Planning from <a href="#">Teacher Vision here.</a></p>	<p>Pupils understand the impacts of our changing climate on some animals, plants and environments both in our locality and elsewhere</p> <p>Pupils understand that some human activity causes pollution in the air which is affecting the world’s climate / making the world hotter</p> <p>Pupils can talk about their own feelings about the earth, the natural world and the climate</p> <p>Pupils know that many of the choices they and others make have an impact on the environment / climate</p> <p>Pupils are exposed to different viewpoints on the Earth, e.g. that of indigenous peoples</p> <p>Pupils know some of the impacts of our changing climate on people, both in our locality and elsewhere</p> <p>Pupils begin to understand that the future will be different depending on what we do now</p>



**Maths**

**Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number**

**Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least**

**Measure and begin to record the following: lengths and heights mass/weight capacity and volume**

Grow sunflowers, measuring their growth, amount of water given and weight of seeds planted.

- 1) [Planning and resources from STEM here.](#)
- 2) Y1 Twinkl [resource pack here](#)
- 3) Growing plants [resource pack here](#)

**Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures**

**Recognise, find, name and write fractions  $1/2$ ,  $1/4$  and  $3/4$  of a length, shape, set of objects or quantity**

**Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels**

Grow daffodils/cress/beans/tomatoes/ strawberries/radishes, measuring their growth, amount of water given, temperature of conditions and weight of produce.

- 1) Y2 [Twinkl resource pack here](#)
- 2) Planning and [resources from STEM here](#)
- 3) Ideas and resources from [the Royal Horticultural Society here.](#)
- 4) Free pots, compost and seed from [Innocent here.](#)

**Measure temperatures and discuss the range in temperatures around the world**

- 1) Discuss global warming and climate change.
- 2) Resource pack from [Twinkl is available here.](#)
- 3) A comparative task and [resources from Twinkl here.](#)

Food Growing

Pupils know that the climate is always changing but is changing faster today than it has before

**Science**

**Identify and describe the basic structure of a variety of common flowering plants, including trees and their basic function as carbon sinks.**

- Parts of a plant and their functions - [planning and resources here.](#)
  - Different types of trees and flora and fauna in the UK - [Wildlife Watch resources available here.](#)
  - Function of plants and trees as carbon sinks [planning available from Mersey Forests here.](#)  
Lesson plans and resources [available from Teaching Ideas here.](#)
- A video explaining the importance of trees is [available on YouTube here.](#)

**Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals**

Consider the effects of climate change to these species.  
Information from [BBC Bitesize is available here.](#)  
Lesson plans and resources [available from STEM here.](#)

**Observe the weather and climate and consider how it may have changed due to climate change. Establish the difference between the two terms.**

Resource pack from [Twinkl is available here.](#)  
Unit plan [available from TES here.](#)  
BBC video explanation [for children here.](#)

**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**

Link to how the climate changing and affecting habitats eg. polar bears.  
BBC video clip [available here.](#)  
FREE workshop from [WWF available here.](#)  
Melting sea ice and [polar bear activity here.](#)  
WWF [planning and resources here.](#)

**Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and how the food chain may be affected by climate breakdown**

Resources to teach about the local environment is available from the [Young People's Trust for the Environment here.](#)  
Learn about orangutans and deforestation from [STEM here.](#)  
Learn about rainforests and the food chain [from STEM here.](#)

**Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy**

Link to plant growing in Maths.

**Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses**

Link to recycling - see [A Planet Full of Plastic.](#)  
Visit local recycling centre.

Pupils know that trees help to cool the world down

Pupils understand the distinction between 'weather' and 'climate'

Pupils know that some impacts of our changing climate are happening now and others will happen in the future



<p><b>Topic</b></p>	<p><b>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</b>  Resource pack from <a href="#">Twinkl available here.</a>  Climate around the world <a href="#">Hamilton Trust resources available here.</a></p> <p><b>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.</b>  How has the local area been affected by climate change?  On local walks look for: solar panels, flood alleviation schemes, biofuel buses, compost bins. How are people in the area making their lives more sustainable?  Local walk observation checklist available <a href="#">from Twinkl here.</a></p>	<p><b>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.</b>  For a cross curricular link, study Australia. Link to <a href="#">Mallee Sky.</a>  Planning from the <a href="#">Royal Geographical Society is available here.</a> Focus on extreme weather.  Plan Bee have <a href="#">paid resources here.</a>  BBC video for <a href="#">children here.</a></p>	<p>Pupils can name some actions which would have a positive impact on the climate and some ways in which we can stop having a negative impact</p> <p>Pupils know that many of the choices they and others make have an impact on the environment / climate</p>
<p><b>PSHE</b></p>	<p><b>Sustainable habits</b>  Children become <a href="#">accustomed with school recycling and waste policy.</a></p> <p><b>Climate Change and the power to change</b>  <a href="#">An introduction to climate change and human change. Planning and resources available from ThoughtBox here.</a></p> <p><b>Media</b>  Watch Happy Feet and discuss the challenges facing the penguins.</p>	<p><b>Sustainable habits</b>  Children become <a href="#">accustomed with school recycling and waste policy.</a>  Introduce safe and sustainable travel with <a href="#">resources and plans from The BridgWaterway here.</a></p> <p><b>Human change and climate change</b>  <a href="#">An introduction to climate change and human change. Planning and resources available from ThoughtBox here.</a></p> <p><b>Media</b>  Watch WALL-E (Disney Pixar) and discuss what could have happened on Earth before the film started.</p>	<p>Pupils can choose some actions they / their class / their school / their family could take to have a positive impact on the climate</p> <p>Pupils can describe at least one simple / familiar example of how a group of people are taking positive climate action together</p> <p>Pupils begin to be able to rank human activities they are familiar with e.g. how they travel to school, according to how much of an impact they have on the environment / climate</p>