



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English <u>Suggested reading resources:</u>	<p>Click Clack Moo: Cows That Type – Doreen Cronin and Betsy Lewin;</p> <p>The Last Dance – Sally Morgan;</p> <p>Seagull – Danny Snell;</p> <p>Where’s the elephant? - Barroux;</p> <p>In the Forest - Anouck Boisrobert, Louis Rigaud and Sophie Strady;</p> <p>Under the Ocean - <i>ibid.</i></p>	<p>The Rhythm of the Rain – Grahame Baker-Smith;</p> <p>Somebody Swallowed Stanley – Sarah Roberts and Hannah Peck;</p> <p>Dinosaurs and All that Rubbish - Michael Foreman;</p> <p>The Trouble with Dragons - Debi Gliori;</p> <p>Winston of Churchill: One Bear’s Battle Against Global Warming - Jean Davies Okimoto;</p> <p>The Tantrum that Saved the World - Megan Herbert and Michael E. Mann</p>	<p>Our Little Inventor – Sher Rill Ng;</p> <p>Mallee Sky – Jodi Toering and Tannya Harricks;</p> <p>A Planet Full of Plastic – Neal Layton;</p> <p>Welcome to Country – Aunty Joy Murphy and Lisa Kennedy;</p> <p>The Great Kapok Tree: A Tale of the Amazon Rain Forest - Lynne Cherry</p>	<p>How to Save the Whole Stinkin’ Planet – Lee Constable and James Hart;</p> <p>It’s Getting Hot in Here: The Past, Present, and Future of Climate Change - Bridget Heos</p>	<p>Stories for a Fragile Planet - Kenneth Steven</p> <p>Heroes of the wild (series) - Nicola Davies;</p> <p>What Is Climate Change? - Gail Herman</p>	<p>365 Penguins - Jean-Luc Fromental;</p> <p>It’s Your World: Get Informed, Get Inspired, &amp; Get Going, - Chelsea Clinton</p> <p>The Last Wild (Trilogy) - PiersTorday</p>	<p>Gaia Warriors - James Lovelock and Nicola Davies;</p> <p>Analyzing Climate Change: Asking Questions, Evaluating Evidence, and Designing Solutions - Philip Steele;</p> <p>How We Know What We Know About Our Changing Climate: Scientists and Kids Explore Global Warming - Lyne Cherry</p>



Maths			<p>Statistics - complete a tally chart of the number of solar panels on houses in the local area.</p>	<p>Statistics - Complete a tally and draw a bar graph recording the number of solar panels in the area in comparison to the number in Year 2.</p>	<p>Read 365 Penguins (Jean-Luc Fromental) and re-create some of the Maths problems.</p>	<p>Statistics- line graphs: solve problems relating to line graphs of national and global temperatures over the last 50 years.</p>	<p>Analyse half hourly data from electricity usage (subject to new RBC energy provider).</p>
<p>Science</p> <p>Science continued</p>	-	<p>Identify and describe the basic structure of a variety of common flowering plants, including trees and their basic function as carbon sinks. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and consider the effects of climate change to these species. Observe the weather and climate and consider how it may have</p>	<p>-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.          - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy - discuss drought and its</p>	<p>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 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - link to gardening project describe in simple terms how fossils are formed when things that have lived are trapped within rock - fossil</p>	<p>recognise that environments can change and that this can sometimes pose dangers to living things. construct and interpret a variety of food chains, identifying producers, predators and prey. compare and group materials together, according to whether they are solids, liquids or gases - GHGs Electricity and renewable energy sources (solar, wind, hydroelectric.)</p>	<p>Forces - Aerodynamic describe the life process of reproduction in some plants and animals. - pollinators use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - link to how GHGs are released into the atmosphere</p>	<p>give reasons for classifying plants and animals based on specific characteristics - how have they adapted? recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - how we measure carbon changes and global warming identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution - Hydroelectric power (Reading Weir), solar</p>



		changed due to climate change.	<p>impact.</p> <ul style="list-style-type: none"> <li>- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>- 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</li> </ul>	fuels	Water cycle		panels
History	changes within living memory - how has the land around us changed from the climate impact?		<p>changes in Britain from the Stone Age to the Iron Age - deforestation of Europe</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. Industrial revolution and its impact on global warming</p>				
Geography  Geography continued	<p>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.</p> <p>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</p> <p>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.</p> <p>How have these places been affected by climate change? How have they adapted?</p>		<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Look at local geography and the effects of climate change in the area (visit flood zones, Thames Water, Reading weir)</p> <p>Consider global impacts of climate change (Jakarta, New York below sea level)</p>				



RE	How do different religions respond to climate change?		
DT	select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities - what can be made from recycled materials? Textiles - how to mend and repair broken clothing items, such as buttons or darning - how to be sustainable.		
PSHE/Glob al citizenship	<p>Autumn Term: Children <a href="#">become accustomed with school recycling and waste policy.</a></p> <p>Spring Term: An introduction to climate change.</p> <p>Summer Term:</p>	<p><a href="#">Autumn Term: What is climate change &amp; agency?</a></p> <p>Spring Term:</p> <ul style="list-style-type: none"> <li>• Year 1: Watch Happy Feet and discuss the challenges facing the penguins.</li> <li>• Year 2: Watch WALL-E (Disney Pixar) and discuss what could have happened on Earth before the film started. What will happen next?</li> </ul> <p>Summer Term:</p>	<p>Children have the opportunity to watch Newsround (BBC) daily and have an opportunity to ask questions about climate change and suggest ideas for adaptation.</p> <ul style="list-style-type: none"> <li>- <a href="#">Autumn Term: Re-cap: what is climate change &amp; agency:</a> what is their resolution this year?</li> <li>- Spring Term: Year 3: Watch Blue Planet 2, Episode 4 (the impact of plastic). Discuss what has happened and what changes have been made. What further changes could be made? Make a plastic pledge.</li> <li>Year 4: Watch</li> <li>Year 5: Watch</li> <li>Year 6: Watch Seven Worlds One Planet, episode X. Discuss what is happening to the animals. What changes could be made? What was shocking? How did it make you feel?</li> <li>- Summer Term:</li> </ul>



Harriet Neville, Climate Change Lead Practitioner

Trips & Experiences	Greenpeace workshop  Visit local flood areas	Greenpeace workshop  Visit Reading Recycling centre.	Greenpeace workshop  Walk the local area and observe adaptation for climate change (flood zones, solar panels etc).	Greenpeace workshop  Visit Green Park Wind turbine (Science: electricity)	Greenpeace workshop  Survey pollinators in the school grounds (Science: living things);	Greenpeace workshop  Visit Reading weir (Science: water cycle and hydroelectric power)
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