

# THE WONDER OF WOOD IN THE NATIONAL CURRICULUM KEY STAGE TWO

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#### DESIGN AND TECHNOLOGY

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Tree spirits

## KEY STAGE TWO

### GEOGRAPHY

#### GEOGRAPHICAL SKILLS

In investigating places and themes, pupils should be given opportunities to:

- 2A - observe and ask questions about geographical features and issues
- 2B - collect and record evidence to answer the questions
- 2C - analyse the evidence, draw conclusions and communicate findings

Pupils should be taught to:

- 3B - undertake fieldwork, including the use of instruments to make measurements
- 3E - use secondary sources of evidence to inform their studies
- 3F - use IT to gain access to additional information sources and to assist in handling, classifying and presenting evidence

#### 10. ENVIRONMENTAL CHANGE

In investigating how environments change, pupils should be taught:

- 10A - how people affect the environment 20A/B 23A/B 17A/B
- 10B - how and why people seek to manage and sustain their environment 14A/B 20A/B 22B 24A/B

### SCIENCE - PROGRAMME OF STUDY

#### SYSTEMATIC ENQUIRY

Pupils should be given opportunities to:

- 1A - ask questions related to their work in science
- 1B - use focused exploration and investigation to acquire scientific knowledge, understanding and skills
- 1C - use both first-hand experience and secondary sources to obtain information
- 1D - use IT to collect, store, retrieve and present scientific information

The skills above are fully integrated, in general, into the Wonder of Wood.

#### SCIENCE IN EVERYDAY LIFE

- 2B - consider the part science has played in the development of many of the things they use 4A/B
- 2D - consider the ways in which living things and the environment need protection 19A/B 20A/B 22A/B 23A/B

#### COMMUNICATION

- 4C - use a wide variety of methods to record and present information in an appropriate and scientific manner

#### HEALTH AND SAFETY

- 5A - recognise and assess the hazards and risks to themselves and others when working with living things and materials 19A/B 21A/B
- 5B - take action to control these risks 19A/B

#### LIFE PROCESSES AND LIVING THINGS

Pupils should be taught:

##### 1. Life processes

- 1B - that there are life processes, including growth, nutrition and reproduction, common to plants 12B

##### 3. Green plants as organisms

- 3A - that plant growth is affected by the availability of light and water and by temperature 11A/B
- 3B - that plants need light to produce food for growth and the importance of the leaf in this process 12A/B
- 3C - that the root anchors the plant and that water and



nutrients are taken in through the root and transported through the stem to other parts of the plant 12B

#### 4. Variation and classification

4A - how locally occurring plants can be identified and assigned to groups using keys

#### 5. Living things in their environment

5A - that different plants and animals are found in different habitats 11A/B 16A/B

5B - how animals and plants in two different habitats are suited to their environment 11A/B 18A/B

#### MATERIALS AND THEIR PROPERTIES

Pupils should be taught

##### 1. Grouping and classifying materials

1A - to compare everyday materials on the basis of their properties and to relate these properties to everyday uses of the materials 2B 3A/B 7A/B

#### DESIGN AND TECHNOLOGY

##### - PROGRAMME OF STUDY

##### 2. PUPILS SHOULD BE GIVEN OPPORTUNITIES TO

2A - work with a range of materials 8A/B

2B - work independently and in teams 8A/B 24A/B

2C - apply skills, knowledge and understanding from the programmes of study of other subjects 8A/B 9A/B 24A/B

##### 4. MAKING SKILLS

4A - select appropriate materials, tools and techniques 8A/B

4B - measure, mark, cut out and shape a range of materials 8A/B

#### 5. KNOWLEDGE AND UNDERSTANDING

Pupils should be taught:

5A - how the working characteristics of materials relate to the ways materials are used 22A

#### HISTORY

##### STUDY UNIT 2: LIFE IN TUDOR TIMES

F - arts and architecture 8A/B

#### MATHEMATICS

Pupils should be given opportunities to:

##### USING AND APPLYING MATHEMATICS

1A - use and apply mathematics in practical tasks 10A

##### SHAPE, SPACE AND MEASURES

1A - use geometrical properties and relationships in the solution of problems 6A 10A

1E - apply their measuring skills in a range of purposeful contexts 10A/B

4C - find perimeters of simple shapes and to find areas 8A/B

##### HANDLING DATA

1B - access and collect data through undertaking purposeful enquiries

#### ENGLISH

The activities provide stimulating and authentic contexts for oral and written work which fully reflect the requirements for English. For example:

##### SPEAKING AND LISTENING

1A - exploring, developing and explaining ideas  
- planning, predicting and investigating  
- sharing ideas, insights and opinions

1D - participating in drama activities

2B - listening carefully, recalling and representing important features of an argument, talk or presentation

#### READING

1C - reading texts with challenging subject matter that broaden perspectives and extend thinking

2C - posing pertinent questions about topics being investigated

#### WRITING

1A - writing for varied purposes

1B - writing for an extended range of readers

1C - using the characteristics of different kinds of writing

#### KEY STAGE ONE

Teachers of Key Stage One pupils will find many activities in *The Wonder of Wood* which satisfy the KS1 criteria set out below. This will be of particular interest to teachers looking for challenging material for more mature pupils.

#### SCIENCE

Pupils should be taught:

##### LIFE PROCESSES AND LIVING THINGS

1A - the differences between things that are living and things that have never been alive

3A - that plants need light and water to grow

4B - that living things can be grouped according to observable similarities and differences

5A - that there are different kinds of plants and animals in the local environment

5B - that there are differences between local environments and these affect which animals and plants are found there

##### MATERIALS AND THEIR PROPERTIES

1A - to use their senses to explore and recognise the similarities and differences between materials

1B - to sort materials into groups

1C - to recognise and name common types of materials

1D - that many materials, eg wood have a variety of uses

1E - that materials are chosen for specific uses

#### GEOGRAPHY

##### GEOGRAPHICAL SKILLS

Pupils should be given opportunities to:

2 - observe, question and record and to communicate ideas and information

Pupils should be taught to:

3B - undertake fieldwork activities in the locality of the school

3F - use secondary sources to obtain geographical information

##### PLACES

4 - Two localities should be studied.

(If the school is in a wooded area the contrasting locality could be unwooded or vice versa.)

##### THEMATIC STUDIES

6 - The quality of the environment should be investigated.

Pupils should be taught:

6A - to express views on the attractive and unattractive features of the environment concerned, eg a small area of woodland

6B - how that environment is changing

6C - how the quality of that environment can be sustained and improved