

THE WONDER OF WOOD IN THE NATIONAL CURRICULUM KEY STAGE Two

Contents

Sheet

1 Fascinating Facts	
Alphabet Quiz	
2 SCIENCE Materials and Properties	1A
3 SCIENCE Materials and Properties	1A
4 SCIENCE Programme of study	2C
5 SCIENCE Programme of study	1B
6 MATHEMATICS Shape, space and measures	1A
7 SCIENCE Materials and properties	1A
8 HISTORY	Study unit 2F
DESIGN AND TECHNOLOGY	
	2A 2B 2C 4A 4B
MATHEMATICS Shape, space and measures	4C
9 DESIGN AND TECHNOLOGY	2C
10 MATHEMATICS Shape, space and measures	1E
11 SCIENCE Green plants	3b
Living things	5A 5B
12 SCIENCE Green plants	3B 3C
13 Geographical skills	2B 2C
SCIENCE Communication	4C
14 GEOGRAPHY	10A 10B
15 GEOGRAPHY	3D
16 SCIENCE Living things	5A
17 GEOGRAPHY	10A
18 SCIENCE programme of study	1A 4C
19 SCIENCE in everyday life	2D
20 SCIENCE in everyday life	2D
GEOGRAPHY	10A 10B
21 SCIENCE Life processes	5A
22 DESIGN AND TECHNOLOGY	5A,
GEOGRAPHY	10B
SCIENCE in everyday life	2D
23 SCIENCE in everyday life	2D
GEOGRAPHY	10A 10B
24 GEOGRAPHY	10B
DESIGN AND TECHNOLOGY	2B 2C
25 The Magic of Wood	
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