
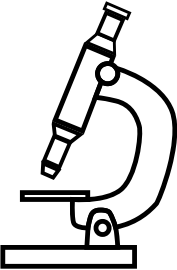






Social Action Curriculum Integration Map

The following curriculum maps provide links to integrate work on the Environment and Sustainability within the National Curriculum at Key Stages 1 it can be read to obtain an overview of the links that can be made with the National Curriculum. It can also be used to inform the planning of activities that will teach social action skills or inform future social action planning.

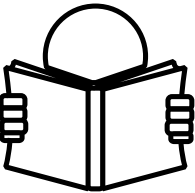
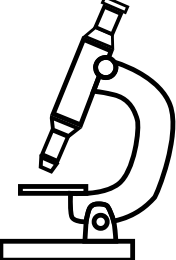
Key Stage 1 - Year 1

<p>Reading</p> 	<p>Suggested text for protecting and valuing nature:</p> <p>'One World' Michael Forman '10 things I can do to help my world' Melanie Walsh 'Green' Laura Vaccaro Seeger 'Follow the moon home' Philippe Cousteau 'Me...Jane' Patrick McDonnell 'Grandpa's garden' Stella Fry 'Miss Maple's seeds' Eliza Wheeler 'The falling leaf an adventure with nature' Luis Alexander Burgado 'Du Iz Tak' Carson Ellis 'We planted a tree' Diane Muldrow</p>
<p>Science</p> 	<p>Possibility to explore further the role of common wildflowers and plants in relation to smaller insects constituting the local biodiversity. For example this can be done by exploring questions such as 'What do flowers do for bugs?' 'Why are bugs around flowers?' Equally, when learning about specific animals and their habitats, young children can start exploring questions promoting exploration of nature. e.g. 'What will we see and learn from a farm visit?' or 'What shapes are different seeds?'</p>
<p>Geography</p> 	<p>When carrying out fieldwork either on the school grounds, in a local park or on a school trip, pupils can begin to identify what grows where? Why are those trees or plants special? They could study a specific question such as 'What plant is a home to an animal?' and locate where particular plants or trees are around the studied area.</p>



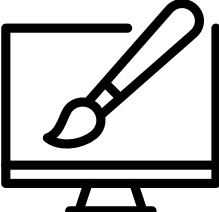
Key Stage 1 - Year 1

<p>Geography</p> 	<p>When carrying out fieldwork either on the school grounds, in a local park or on a school trip, pupils can begin to identify what grows where? Why are those trees or plants special? They could study a specific question such as 'What plant is a home to an animal?' and locate where particular plants or trees are around the studied area.</p>
<p>Art</p> 	<p>Collect leaves and other natural materials to create a transient artwork. Paint a meadow or fruit artwork. Create a collage of a landscape.</p> <p>The book 'Bee: Nature's tiny miracle' by Patricia Hegarty contains beautiful illustrations that can inspire artwork using geometrical shapes to represent nature. Young people can explore shapes that are found in nature: a cross-section of fruit, a snowflake, honeycomb, etc.</p>
<p>Design and Technology</p> 	<p>Possibility to link with the Forest School Association to complete building and making activities in nature that allow young children to connect to the natural world.</p>

Key Stage 1 - Year 2

<p>Reading</p> 	<p>The following texts can be used to inform planning and connecting to topics on environmental issues:</p> <p>'It's Up to Us' Christopher Lloyd 'The Watcher' Jeanette Winter 'The Bee Book' Charlotte Milner 'The Water Princess' Susan Verde 'Bee and Me' Alison Jay 'Don't let them disappear' Chelsea Clinton 'Follow the moon home' Philippe Cousteau</p>
<p>Science</p> 	<p>Young people can grow and look after a garden or grow in pots. This can include fruits and vegetables or flowers. They can create a booklet with tips to grow plants when learning about plant growth. They can learn about bees and other pollinators. This can inform a lot of creative science work around learning how a beehive works together, and what does it mean for how we work together as a group.</p>

Key Stage 1 - Year 2

<p>Geography</p> 	<p>Create a map of the world or booklet/ flap book with the different oceans and climate of the world.</p>
<p>Art</p> 	<p>Young children can use art as a medium to communicate what they have learnt on nature; why it is important; the changes they observed through the seasons; how does it make them feel good and what have they learnt that makes them want to know more about it. This could take the form of a display, exhibition or assembly.</p>
<p>Design and Technology</p> 	<p>If studying methods of transport in Geography such as trains, or planes, pupils can think about another mean of transport they could create with recycled materials. This could be the focus of a D&T project. Another project could be about building a bug hotel, or a bird house.</p>