





Theme: World Week - Eco focus

Duration: 8 hours

Rationale: A week to focus on a current issue which will impact on the children's futures, providing the children with a deeper understanding and mechanisms to make changes in their own lives.

Resource: https://theecoheroes.com/?fbclid=IwAR1ssBOFLi2oRTt3f_g2nVkrTGi52qvTD84qurvbylifs_ZbNrxENnTHblU

			
Responsibility – Can take responsibility.	Compassion – Recognises how their behaviour affects others.	Empathy – Shows respect for others.	Compassion – Strives to make things better.

	Vocabulary	Knowledge	Focus	Catholic Life	Enrichment	Reading
EYFS	<ul style="list-style-type: none"> Animals Habitats Endangered Deforestation 	<ul style="list-style-type: none"> Knows that some animals are endangered, including snow leopards, black rhino, mountain gorilla and giant panda. Knows that animals have different habitats and can identify grassland, ocean, forest and savannah. Knows habitats are being removed by deforestation. Can share how to look after animals – food, clean, hygiene, home 	<ul style="list-style-type: none"> Animals and habitats (Rose) 	<ul style="list-style-type: none"> Show sensitivity to animals. 	<ul style="list-style-type: none"> Create a habitat for animals in forest school. Make cards with a representation of an endangered animal. 	<ul style="list-style-type: none"> Harry and the dinosaurs go wild.
Year 1	<ul style="list-style-type: none"> water desert unhygienic pollution marine life disease 	<ul style="list-style-type: none"> Knows that parts of the world suffer from lack of water including Uganda, East Africa. Knows that dirty water transmits disease and can cause death. Recalls water facts including that 70% of the earth's surface is water and that our bodies require 3.2 litres of what a day. Knows that pollutants are dumped into the ocean and killing marine life. 	<ul style="list-style-type: none"> Oceans and water (Aqsa) 	<ul style="list-style-type: none"> Describe why things matter to them. 	<ul style="list-style-type: none"> Investigation into why water is salty. Make water scenes. Water log of usage over the week. 	<ul style="list-style-type: none"> Oceans
Year 2	<ul style="list-style-type: none"> Air pollution humans Force 	<ul style="list-style-type: none"> Knows that air pollution is where there is the presence of pollutants in 	<ul style="list-style-type: none"> Air and Air pollution (Skye) 	<ul style="list-style-type: none"> Talk about their own feelings. 	<ul style="list-style-type: none"> Balloon activity to explore air. Make their own face masks. 	<ul style="list-style-type: none"> Dinosaurs and all that rubbish.

	<ul style="list-style-type: none"> · pollutants · fumes 	<p>the air which are harmful or poisonous.</p> <ul style="list-style-type: none"> · Knows humans add to air pollution such as through car exhaust fumes. · Knows that air pollution can impact our body, including breathing difficulties. · Identifies ways to help stop air pollution including limiting car trips, avoiding burning things. 			<ul style="list-style-type: none"> · Create posters to encourage families to walk to school – display on school gates. 	
Year 3	<ul style="list-style-type: none"> · Waste · Recycling · Litter · Compost · hazard 	<ul style="list-style-type: none"> · Knows that litter is harmful for people, animals and the natural environment – fire hazard, choking hazard, risk to health. · Knows the UK generates over 43.9 million tonnes of waste. · Identifies different materials – metals, glass, wood, plastic, fabric, ceramic · Can describe how we recycle in our homes – composting, bins. 	<ul style="list-style-type: none"> · Waste and recycling (Adam) 	<ul style="list-style-type: none"> · Expresses a point of view. 	<ul style="list-style-type: none"> · Children to go on a litter pick. · Sort materials. · Design and organise recycling opportunities for the school. 	The adventures of a plastic bottle.
Year 4	<ul style="list-style-type: none"> · Rainforest · Climate · Logging · atmosphere · Carbon dioxide · tropical · temperate 	<ul style="list-style-type: none"> · Knows that there are two types of rainforests – tropical and temperate and can explain the difference. · Understands that rainforests help stabilise the world’s climate by absorbing carbon dioxide from the atmosphere. · Knows that logging and mining are causing rainforests to disappear. · Knows that they can help by planting trees. 	<ul style="list-style-type: none"> · Rainforests (Leif) 	<ul style="list-style-type: none"> · Uses a given source to support a point of view. 	<ul style="list-style-type: none"> · Play the animal alert game. · Research palm oil and its usage · Create rainforests in a cup. 	The rainforest grew all around.
Year 5	<ul style="list-style-type: none"> · threat · polar caps · climate change · toxic 	<ul style="list-style-type: none"> · Knows the polar bear is a hypercarnivorous bear who mostly come from the arctic circle. 	<ul style="list-style-type: none"> · Polar regions and climate change (Urvi) 	<ul style="list-style-type: none"> · Arrives at judgements. 	<ul style="list-style-type: none"> · Write an expedition story. · Ice skyscrapers · Investigate why penguins feet don’t freeze. 	If polar bears disappeared?

	<ul style="list-style-type: none"> · hypercarnivorous · consumption 	<ul style="list-style-type: none"> · Recognises that climate change, toxic pollution and oil exploration is a threat to polar bears · Knows that polar ice caps are melting as global warming causes climate change. · Recognises that there are long term shifts in temperature and weather pattern, creating climate change. · Recognises strategies to slow climate change including cutting back on flying, cutting consumption. · Knows that Sir Ernest Henry Shackleton was an antarctic explorer 				
Year 6	<ul style="list-style-type: none"> · energy · eolic · renewable · emissions 	<ul style="list-style-type: none"> · Knows that energy comes in the following forms: chemical, electrical, radiant, mechanical, thermal and nuclear. · Identify how they use energy – TV, car, fridge. · Recognises ways to save energy include turning things off, turning down thermostats, washing at a lower temperature. · Knows that renewable energy is energy whose source never runs out – wind, solar, tidal, hydroelectric. · Identifies advantages of renewable energy – cleaner air and water, zero carbon emissions, cheaper form. · Identifies disadvantages of renewable energy – can be unreliable, still generates pollution, high cost to install 	<ul style="list-style-type: none"> · Energy resource (Yang) 	<ul style="list-style-type: none"> · Recognises and compares points of view. 	<ul style="list-style-type: none"> · Creating electricity with balloons. · Log weekly energy usages – readings. · Write a poem to encourage saving energy. 	Energy Island
Whole School	<ul style="list-style-type: none"> · Encourage pledges to be made at home. · Collect their badge 					