



Eco Curriculum Coverage 2020/2021

How have you raised awareness of the following eco topics or how will you? 1. Bio diversity, 2. Energy, 3. Global Citizenship, 4. Healthy Living, 5. Litter, 6. Marine, 7. School Grounds, 8. Transport, 9. Waste, 10. Water.

All classes complete a daily travel tracker (WOW scheme— [healthy living](#)) and Eco reps complete class Eco sheets (recording recycling and energy used— [waste & energy topics covered](#))

All classes display evidence in Class Curriculum Books and on their school website pages! Also see School Eco Folder! [The Marine topic is an area for development.](#)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Biodiversity, growing, healthy living.</p> <p>Autumn, Winter, Spring, Summer explore & stories</p> <p>Healthy living/Growing</p> <p>Planting onions, Planting garlic, Washing hands, Put it in the bin song, Walk around school grounds, Dentist visit (healthy foods). Growing beans, peas, sunflowers, cress, strawberries, Make vegetable soup</p> <p>Brushing Teeth every day—Rochdale scheme—on hold due to covid</p> <p>Transport—How do you travel to nursery?</p> <p>Vege printing</p> <p>Butterflies</p> <p>Bio-diversity— Feeding birds in winter, Mini-beast hotel/area, Seasons—changes</p> <p>Chicks—eggs in EYFS – Are eggs alive? Do Cows drink milk?</p> <p>Waste: Use junk to make models (recycled materials), As part of Earth day we clean the ocean (tuff spot).</p> <p>Special visitors—school cook, caretaker, head teacher</p>	<p>Biodiversity, growing, healthy living.</p> <p>Autumn, Winter, Spring Summer Explore & stories—seasons</p> <p>Topics— why do the leaves go crispy? where does snow go?</p> <p>Healthy living/ Growing</p> <p>Planting/growing sunflowers, grass and beans, Bedding plants</p> <p>Learn about fruit and vegetables and healthy eating—are carrots orange? Topic, Make vegetable soup, Brushing Teeth every day—Rochdale scheme—on hold due to covid</p> <p>Water transfer—Incy Wincey Spider</p> <p>Den Day—Build dens for the Three Bears</p> <p>Bio-diversity— Make a habitat/home for hedgehogs and mini-beasts (mini beast hotel), Bird watching— make bird feeders—count the magpies</p> <p>Chicks—eggs in EYFS – Are eggs alive? Do Cows drink milk?</p> <p>Seasons—changes</p> <p>Special visitors—school cook, caretaker, head teacher</p> <p>Waste: Use junk to make models (recycled materials), As part of Earth day we clean the ocean (tuff spot).</p> <p>Energy saving and pollution awareness in topic—can you switch it on? Are we there yet?</p>	<p>Litter/rubbish linked to PHSE when looking at animals homes. Protection of wildlife.</p> <p>Waste/Recycling—looking after the environment—sort materials. We made junk model dinosaurs out of recycled materials and also using the messy magpie story looked at the ideas of things that we can recycle and why.</p> <p>Healthy Living—discussion during human body topic linked to taste. We discuss what we need to do to be healthy and how to keep our bodies healthy.</p> <p>Growing/biodiversity</p> <p>Science Topic— Matching animals and their young, timelines for human growth (what happens to us when we grow older). We research squirrels and look at Formby beach and the national trust. As well as hedgehogs.</p> <p>Transport</p> <p>Congestion I London with The Naughty Bus— With our naughty bus topic this term we will be looking at London and traffic and will bring in the idea of congestion and pollution. We compare city life to living in the countryside and look at the pros and cons for this.</p> <p>We also teach a discrete unit about the Co-op and fairtrade in Summer 2.</p>	<p>Healthy living— food groups, make a healthy meal</p> <p>Science— food groups—how is it healthy?</p> <p>Exercise</p> <p>Litter— making a better place to live</p> <p>School grounds— awareness, treasure map, look at mini beasts in our local area</p> <p>Bio diversity— Seaside—sea creatures</p> <p>Mini beasts and their habitats</p>	<p>Growing/biodiversity</p> <p>Plants topic in Science. Learning to grow healthy plants using experiments.</p> <p>Waste-Blue Abyss topic—We look at recycling and pollution of the sea from rubbish.</p> <p>Water—Flow topic— Rivers— building impact, water quality, importance, water cycle, hydro power</p> <p>Local walk—shops</p> <p>Compare the local area to Italy</p> <p>Fair trade and food miles</p> <p>Duffy's lucky escape -Literacy</p> <p>Bio diversity -Predator topic</p> <p>Energy—potions topic— electrical circuits and different energy sources.</p> <p>Global perspective/citizenship</p> <p>Tremors topic—we look at volcanoes, earthquakes and tsunamis (around the world). We also study Pompeii.</p> <p>Gods and mortals topic— we study ancient Greece. We look at maps of Greece and the Greek island as well as what life was like in ancient Greece (food, clothes, transport etc)</p>	<p>Water— water cycle—Misty mountain topic.</p> <p>Global perspective/citizenship</p> <p>Human impact on environment positive/negative. Children study Italy and various mountains worldwide.</p> <p>School grounds— we look at habitats on the school grounds, we also do orienteering lessons and we created a fire pit for our Warrior/Romans topic.</p> <p>Marine—Blue Abyss topic—we look at marine life, eco systems, food chains, protecting the natural environments (reefs), habitats and marine pollution</p> <p>We also cover; Ocean plastic, Palm oil, Deforestation & Weather</p> <p>Bio-diversity</p> <p>Habitat adaptation</p> <p>Healthy lifestyles/ eating/living—burps, bottoms and bile topic— learn about food groups & a balanced diet etc</p>	<p>Science Topic</p> <p>Growing & Bio diversity</p> <p>'Our Natural World'</p> <p>Learning about plants and life cycle</p> <p>Global perspective/citizenship— using 'thunks' as discussion tools. The children study Egypt.</p> <p>Class discussion of class eco matters e.g. weather/ climate change</p> <p>Children watch news round and discuss current issues including decline of animal numbers and the use of breeding programmes</p> <p>Waste</p> <p>Recycling workshop with Rochdale council—talk</p>	<p>Waste, school grounds, healthy living—foraging with Tom from the Eco Team (high wood) Talked about what natural ingredients are available in the school grounds and what insects and wildlife live there.</p> <p>Healthy living</p> <p>PSHE—lifestyle education, balanced diet plate, cookery—D&T</p> <p>Water—hygiene —PSHE curriculum</p> <p>Trips—Crucial Crew— Personal Safety but also covered vandalism</p> <p>Global perspective/citizenship— We study Mexico as a whole topic and the Arctic & Antarctic as part of the topic frozen kingdom. We study the Galapagos islands as part of the topic Darwin's delights.</p> <p>Palm oil</p> <p>Deforestation</p> <p>We follow the new</p> <p>RE Curriculum—All classes follow this.</p>
<p>Geography field work— We have fieldwork lesson plans for each year group created by the Geography developer e.g. Year 3 + year 5—Local area—rivers work—year 5 water quality</p>							