

# Curriculum Jigsaw – Key Stage 1

# SOUTH DOWNS NATIONAL PARK

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|---|--|--|---|
| <p><b>English</b></p> <p>Reading, speaking and listening</p> <ul style="list-style-type: none"> <li>* Reading non-fiction – compare the description with a real place</li> <li>* Storytelling – myths, smugglers tales, folk stories</li> <li>* Questions – asking and answering (e.g. Bignor Park Treasure hunt)</li> <li>* Wind in the Willows</li> <li>* Sounds like... ewe/yew</li> <li>* South Downs Alphabet</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>* Pebble stories</li> <li>* Stick Alphabet and words</li> <li>* Leaf miner letters – honing observation skills</li> <li>* Creative writing inspired by the outdoor environment</li> <li>* Methods and instructions to recreate activities or items</li> <li>* Using information to write for a specific audience and purpose</li> </ul> | <p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>* Sensory experiences</li> <li>* Using natural materials and plant dyes to create artworks.</li> <li>* Bark rubbing</li> <li>* Leaf shape</li> <li>* Patterns and textures in nature</li> </ul> <ul style="list-style-type: none"> <li>* Using different materials such as mud, chalk, charcoal and sand</li> <li>* Discover artists inspired by the Downs</li> </ul>  | <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>* Use of GPS and tablet computers to track a route</li> <li>* Data collection to be used later in school or contributing to Citizen Science Projects.</li> <li>* Use a camera to record the changes in a special area—download and use the images to create a time-lapse film</li> </ul>  |   |
| <p><b>Maths</b></p> <p>Number/Calculation</p> <ul style="list-style-type: none"> <li>* Multiplication</li> <li>* Comparisons (taller/shorter)</li> <li>* Order numbers</li> <li>* Woodland maths – counting, measuring length, capacity and shapes</li> <li>* Muddy maths</li> <li>* Calculations with/about animals and farms e.g. amount of milk produced</li> </ul> <p>Geometry &amp; Measures</p> <ul style="list-style-type: none"> <li>* Finding shapes and patterns in nature</li> <li>* Visiting historic buildings: Calculating room dimensions, height of roof, estimates (e.g. WDOAM)</li> </ul> <p>Data</p> <ul style="list-style-type: none"> <li>* Data logging</li> <li>* Add data to online surveys</li> </ul>  | <p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>* Forest School sessions: using tools to create useful items, den building with natural materials, tasting wild foods</li> <li>* Visit a farm to discover where food comes from and what can be made from farm produce.</li> <li>* Discover how early humans built their homes (Visit Butser Ancient Farm)</li> <li>* Explore a range of materials to understand the properties and how they are used for building (WDOAM)</li> </ul> | <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>* Using descriptive language to study seasons</li> <li>* Learning to use compasses to discover special locations in the Downs</li> <li>* Use a compass and arrows on wooden discs to create a trail for others to follow.</li> <li>* Creating maps of an area to show features and interesting routes to discover.</li> <li>* Land use now and in the past</li> <li>* Practice fieldwork skills to discover the local historical and natural environment</li> </ul> |   |
| <p><b>Science</b></p> <ul style="list-style-type: none"> <li>* Plant a garden and vegetable patch</li> <li>* Explore chalk grassland to study plants and adaptation</li> <li>* Bat and Moth game following a moth trapping session</li> <li>* Animal track and sign</li> <li>* Beach clean up: sort out materials, turn into new useful items or campaign displays.</li> <li>* Seasonal change—looking at leaves and making pictures</li> <li>* Making pool</li> <li>* Weather reporting—cloud types, wind direction, wind speed</li> <li>* Identification of species using keys—name and classification</li> <li>* Looking after animals and plants—basic needs</li> <li>* Food chains</li> <li>* Discover a diverse range of habitats and the creatures that live there.</li> <li>* Rock spotters</li> </ul>              | <p><b>History</b></p> <ul style="list-style-type: none"> <li>* Explore the history of buildings in the National Park.</li> <li>* WW2 in Exceat Village and Seven Sisters Country Park?</li> <li>* Local study of how people lived in this region</li> <li>* Key local events such as the Lewes Bonfire Night Celebrations</li> <li>* Life through the ages (supported by visits to BAF &amp; WDOAM)</li> </ul>   | <p><b>Modern Foreign Language</b><br/>(Not required at KS1)</p> <ul style="list-style-type: none"> <li>* Names of local animals and plants in French, Dutch, Spanish, German</li> </ul>  | <p><b>Music</b></p> <ul style="list-style-type: none"> <li>* Listening for natural sounds and drawing a sound map with words or pictures.</li> <li>* Identifying birds from their song</li> <li>* Making natural instruments and composing a tune—could be recorded using app of tablets.</li> <li>* Sing songs of the South Downs—folk songs linked to local events and history</li> </ul> |
|   |  | <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>* Team games to create structures and dens</li> <li>* Learning to cope with the weather and choosing clothing to be comfortable outside in all seasons.</li> <li>* Discover long grass, rough terrain, hills, logs and streams—make and complete an obstacle course.</li> <li>* Use a nature trail or orienteering course to discover a new area.</li> <li>* Hide and seek</li> </ul>  | <p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>* Places of worship—spring line churches</li> <li>* Harvest festival</li> </ul>  |



# Curriculum Jigsaw – Key Stage 2

# SOUTH DOWNS NATIONAL PARK

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| <p><b>English</b></p> <p>Reading,</p> <ul style="list-style-type: none"> <li>* Reading (and deciphering) Historical accounts and descriptions.</li> <li>* Farmyard quiz</li> <li>* Poetry</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>* Comparing the roman alphabet to our present alphabet</li> <li>* Visit to an outdoor provider can be stimulus for imaginative writing.</li> </ul>   | <p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>* Discover environmental artists inspired by the Downs</li> <li>* Experience the weather—create a natural collage</li> <li>* Field sketching techniques</li> <li>* Memory sticks</li> <li>* Clay faces on trees</li> <li>* Drawing buildings</li> </ul>   | <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>* Using mapping software</li> <li>* Taking good quality photographs</li> <li>* Researching foreign farming techniques</li> <li>* Satellite navigation of farming vehicles around a field</li> <li>* Use of computer controlled systems for seed sowing or fertiliser.</li> <li>* Mapping soil and vegetation types through satellite images</li> </ul>  |  |
| <p><b>Maths</b></p> <p>Number/Calculation</p> <ul style="list-style-type: none"> <li>* Roman numerals</li> <li>* Trees: measuring circumference, estimating height, calculating the area of a leaf, symmetry in plants</li> <li>* Calculating costs and income from raising livestock.</li> <li>* Working out the success levels (%) of each animal on a farm e.g. hatching/lambing</li> </ul> <p>Geometry &amp; Measures</p> <ul style="list-style-type: none"> <li>* Spot the angles—using maths for surveying buildings</li> <li>* Calculating distances on an orienteering course</li> <li>* Field measuring—how many sheep can graze the area and for how long?</li> </ul> | <p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>* Building bug homes, bird boxes and bird feeders (natural or recycled materials)</li> <li>* Foraging for wild foods to teach seasonality</li> <li>* Zoos, wildlife parks and hen houses—enclosure design,</li> </ul> <p>capacity and habitat</p> <ul style="list-style-type: none"> <li>* Growing own food (farm to fork)</li> <li>* Early man's use of natural materials (wool, pigments, chalk and flint) for household items</li> <li>* Making tools and equipment to move heavy things</li> </ul> | <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>* River Lavant: features, location of settlements, flooding through history, seasons and weather, water treatment</li> <li>* Matching map symbols with photos or on-site features</li> <li>* Pressures on popular tourist locations</li> <li>* Wildlife sustained by high quality chalk streams and rivers.</li> <li>* Plot features on the SDNP map, plan a field trip to a local feature(s)</li> <li>* Land use change over time</li> <li>* Explore trade links—timber from Alice Holt-Portsmouth</li> <li>* Consider all types of land users and the conflicts that might arise</li> <li>* Protection of a special area (law)</li> <li>* Role of farming in shaping the landscape</li> </ul> |  |
| <p><b>Science</b></p> <ul style="list-style-type: none"> <li>* What plants need o live</li> <li>* Crops and farming through the seasons—sketching stages of growth</li> <li>* Water cycle and rivers</li> <li>* Scientific investigations around skeletons, teeth and what they eat (food chains)</li> <li>* Classification</li> <li>* Evolution and adaptation</li> <li>* Forces through farm</li> </ul>   | <p><b>History</b></p> <ul style="list-style-type: none"> <li>* Romanisation of Britain</li> <li>* Pottery industry at Alice Holt</li> <li>* Roman culture &amp; Beliefs</li> <li>* Saxons activity day: forest products for food, homes, field boundaries, clothing</li> <li>* Formation marching as romans</li> <li>* BAF Stone ages, bronze age, iron age, romans, Saxons and Vikings (hands on activities)</li> </ul>  | <p><b>Modern Language</b></p> <ul style="list-style-type: none"> <li>* Counting</li> <li>* Directions</li> <li>* Foreign breeds of animal</li> <li>* Writing instructions</li> </ul> <p><b>Foreign</b></p> <ul style="list-style-type: none"> <li>* Team challenges</li> <li>* Orienteering</li> <li>* Wilderness survival</li> </ul>  | <p><b>Music</b></p> <ul style="list-style-type: none"> <li>* Making natural instruments and composing a tune—could be recorded using apps on tablets.</li> <li>* Use instruments to represent natural sounds</li> <li>* Sing songs of the South Downs—folk songs linked to local events and history</li> <li>* Use natural materials to represent sounds in musical notation</li> </ul> <p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>* Seasons</li> <li>* Festival of light</li> <li>* Divali</li> <li>* Awe &amp; wonder</li> <li>* Early beliefs of Neolithic man</li> </ul> |

