

# Countryside Live

## Primary Curriculum Links and Ideas



### English – Year 1

NLS Objectives	Activity
Term 1 T1, T2, T8, T12, T14, T15	Non fiction 1 – captions / lists use stills from Digital Blue Camera, and write on or type captions, in given speech bubbles, or along the bottom describing the event. Make a list of things to take on trip
Term 1 T1, T2, T8, T13, T16	Non fiction 2 – instructions / labels to follow school rules on trip be given a plan of the event, and label the areas and the animals there.
Term 3 T1, T2, T12, T18, T20	Non fiction 1 – recount a simple recount of the day
Term 3 T1, T2, T12, T17, T19, T21, T22	Non fiction 2 – information texts write class book on the trip, each group a different area

### English – Year 2

NLS Objectives	Activity
Term 1 T13, T14, T15, T16, T17, T18	Non-fiction 1 and 2 Instructions write instructions on behaviour write instructions on getting ready for the trip write instructions on getting packed lunch ready – making sandwiches. Include a diagram with the instructions
Term 2 T2, T8, T9, T10, T11, T12, T15 Term 3 T11	Poems write poems linked to the day
Term 2 T19, T20, T21	Explanation use a flow chart to explain the events of the day create a class dictionary on the new words learnt on the day
Term 3 T1, T2, T9, T13, T14, T15, T16, T18, T20	Non fiction 1 – Information texts take notes on the day (using the Digital Blue Cameras) make a book including information on the day, a page per activity, working in pairs
Term 3 T1, T2, T9, T17, T19, T21	Non fiction 2 – Reports a report of the day postcard about the day

## English Year 3

NLS Objectives	Activity
Term 1 T7, T9, T13, T14 Term 3 T15, T21	Poetry linked to any of the activities / whole day
Term 1 T18, T19, T20, T21, T22	Reports non-chronological report on the day Write a news report use Digital Blue cameras to record information through taking photos, and interviewing people.
Term 2 T12, T14, T16, T17	Note taking and instruction poster on behaviour before going on trip take notes on the day (written, verbal - use of Digital Blue Cameras, Dictaphone etc...) make a book including information on the day, a page per activity use of the CFE website use of the Internet
Term 3 T16, T20, T21, T22, T23, T25, T26	Note taking and Letter writing thank you to CFE linked to arguments for and against, (putting own view point forward to someone in authority)

## English - Year 4

NLS Objectives	Activity
Term 1 T16, T17, T18, T19, T20, T21, T23, T24	Newspaper / Magazines Write a news report use Digital Blue cameras to record information through taking photos, and interviewing people.
	Arguments for and against hunting keeping wild animals in captivity destroying habitats for industry / housing organic produce recycling
Term 1 T14 Term 2 T4, T5, T7, T11, T13 Term 3 T4, T5, T6, T14, T15	Poetry linked to any of the activities / whole day
Term 1 T22, T25, T26	Instructions poster on behaviour before going on trip
Term 3 T18, T19, T25	Persuasive writing poster encouraging schools to attend the day next year to make people aware of the need to recycle looking after the environment for future generations to enjoy.

## English Year 4 (cont'd)

	Letter writing thank you to CFE linked to arguments for and against, (putting own view point forward to someone in authority)
Term 2 T16, T17, T18, T21, T22, T23 Term 3 T21, T22, T23, T24	Notes and Information texts take notes on the day (written, verbal - use of Digital Blue Cameras, Dictaphone etc...) make a book including information on the day, a page per activity use of the CFE website use of the Internet
Term 1 T27	Reports non-chronological report on the day
Term 2 T19, T20, T24, T25	Explanations an explanation of one part of the day explanation of behaviour
	Discussion plan a debate (possibly linked to arguments for and against) hold a debate letter presenting viewpoint / summary of view point.

## English – Year 5

NLS Objectives	Activity
Term 3 T14, T15, T16, T19	Persuasion – Debate hunting keeping wild animals in captivity destroying habitats for industry / housing organic produce recycling plan a debate (possibly linked to arguments for and against) hold a debate letter presenting viewpoint / summary of view point.
Term 1 T25	Instructions poster on behaviour before going on trip
Term 3 T12, T15, T16, T17	Persuasive writing poster encouraging schools to attend the day next year to make people aware of the need to recycle looking after the environment for future generations to enjoy. letter linked to arguments for and against, (putting own view point forward to someone in authority)
Term 2 T22, T23, T24	Reports non-chronological report on the day

## English Year 5 (cont'd)

Term 2 T15, T16, T17, T20, T21, T22, T24	Explanations an explanation of one part of the day, written for a younger child
Term 1 T23, T24, T26	Note taking and recount write two recounts of the day, and about the same event, but for different readers
Term 2 T6, T10, T12	Poetry linked to any of the activities / whole day
Term 3 T13, T15, T16, T18	Persuasion – Commentaries after videoing parts of the day with the Digital Blue Camera – sequence these images and devise a commentary, to encourage more schools to attend in the future

## English – Year 6

NLS Objectives	Activity
Term 2 T15, T16, T18, T19	Persuasion – Debate hunting keeping wild animals in captivity destroying habitats for industry / housing organic produce recycling plan a debate (possibly linked to arguments for and against) hold a debate letter presenting viewpoint / summary of view point. use the videoed parts of the day with the Digital Blue Camera to support debate.
Term 1 T13, T17	Reports non-chronological report on the day
Term 1 T8, T12, T15, T16, T18	Journalistic Newspaper / Magazines Write a news report use Digital Blue cameras to record information through taking photos, and interviewing people.
Term 2 T17, T20	Formal a formal document how to look after animals in captivity how to make people look after the environment
Term 3 T16, T17, T20	Impersonal writing write a formal report on the day, as an evaluation of the events and organisation.

## Maths

problem solving, real life problems

e.g. cost of a fleece (when washed and bundled) x number in flock = amount earned.

- Estimation - age and height of trees, area of tree canopy.

Distances – flight of the pigeons, birds of prey (as the crow flies)

- distances travelled in a tractor when ploughing a field.

Symmetry in nature

Direction – tractors turning in fields, how many turns angles to turn through to plan the whole field (linked to ICT)

## Geography

Climates

Habitats

Conservation

## History

The ancient craft of Corndolly making

Country estates – Chatsworth and Bolton Abbey and Ledston.

## ICT QCA Unit links

**Unit 1A:** An introduction to modelling

Children learn that a computer can be used to represent real or fantasy situations. They understand that the representation is not an exact replica of the original. They discuss the main differences and similarities between a representation and the original. They create their own representations of real or fantasy situations. (Recreating a picture or scene from the day).

**Unit 1B:** Using a word bank

Children learn to use a word processor to assemble text held in a word bank and start to develop familiarity with the computer keyboard, linked to English and the write up of the day.

**Unit 1C:** The information around us

Children learn that information exists in a variety of forms, including text, still and moving pictures, charts and sounds and that different media are used for different purposes. They learn that ICT can be used to communicate and handle information in a variety of ways. (Use of the video camera, Digital Blue Camera and Still Camera).

**Unit 2B:** Creating pictures

Children develop visual ideas for different purposes by using ICT and other methods. They use the features of an ICT graphics package to explore and realise their ideas and to identify ways to develop and improve their work. They will need to select and use simple tools (pen, brush, fill, and spray) in their mark making, and understand that work can be easily amended and ideas can be tried out without spoiling earlier versions. They will learn how ICT techniques can inform other techniques and vice versa, and that sometimes a screen version is the final version of a piece of work.

## ICT QCA Unit links (cont'd)

### Unit 2D: Routes: controlling a floor turtle

Children learn how to create, test, modify and store instructions to control the movements of a floor turtle. They learn to program the floor turtle to move around an area by using single instructions, a sequence of instructions and repeated sequences. (Use of the BEEBOT and Textease screen turtle to move the turtle / tractor around the field, possible ideas, to have the farm animals eating food around the field, or the tractor ploughing the field).

### Unit 3A: Combining text and graphics

Children learn how to communicate messages by using a combination of graphics and text. They also learn the importance of saving their work.  
(Linked to Literacy through writing reports).

### Unit 3C: Introduction to databases

Children learn to collect and store information involving more than two variables. They will use a database to answer simple questions by sorting and finding the top or bottom and searching in a single field. Children will be introduced to files, records and fields by exploring and comparing computer-based data and paper-based information. They will use a computer database, add to it, carry out simple searches and produce bar charts.  
(Use when discussion different types of animal / bird / plant, or when answering questions about costings etc...)

### Unit 3D: Exploring simulations

Children begin to understand that computer simulations can represent real and imaginary situations. They learn how to explore simulations, explore options and to test their predictions. They evaluate simulations by comparing them with real situations and considering their usefulness.

### Unit 3E: E-mail

Children learn to use e-mail (electronic mail) to send and receive messages. They learn about communicating over distances and will need to consider and compare different methods of communication. ( E-mail others in school to tell them about their day or email the Countryside Foundation – there is an email button on the side of both or our websites [www.countrysidefoundation.org.uk](http://www.countrysidefoundation.org.uk) or [www.countrysidelive.org.uk](http://www.countrysidelive.org.uk) ).

### Unit 4A: Writing for different audiences

Children learn that ICT can be used to organise, reorganise, develop and explore ideas, and that working with information in this way can aid understanding. It also gives children opportunities to discuss their experiences of using ICT and how it is used in the wider world. Children will be able to apply what they have learnt in this unit when: identifying key points in a story or account; writing accounts in which details of character and action are used to interest the reader; using evidence and examples to support key points. (Linked to newspaper reports)

### Unit 4B: Developing images using repeating patterns

Children learn to develop visual ideas and to realise these ideas using ICT. Children will need to use a computer graphics package to explore and experiment with ideas and will amend and modify their work to meet specific outcomes. They also learn to save their work as they go along. Children learn to use ICT tools appropriately and will select areas of an image to cut, copy and change. They learn to export their work to other packages and import images from sources such as clip art, scanner or digital camera . Developing images using repeating patterns (Children could develop wrapping paper to support the funding of the CFE)

## ICT QCA Unit links (cont'd)

### Unit 4C: Branching databases

Children learn to use and create branching databases to sort and classify information. Children will be introduced to 'yes/no' questions which separate a set of objects into two sub-sets. They are shown how to search and create branching databases.

### Unit 4E: Modelling effects on screen

Children learn to enter instructions to control a screen turtle and will compare the operation of the screen turtle with a floor turtle. They learn how to write a procedure that 'teaches' the computer a new word and will be asked to write short sequences to produce particular shapes on screen. They understand that screen steps are smaller than floor turtle steps and will be asked to repeat procedures to produce 'crystal flowers' by rotating the screen turtle through 360 degrees. (To be able to use Textease turtle and plan the commands for a tractor to plough a field, move onto using Lego Mindstorms, and plan a journey through field or wooded area)

### Unit 5A: Graphical modelling

Children learn to use an object-based graphics package to produce images and visual models. They learn the key differences between an object-based program and a paint package and understand that visual models can be used to identify patterns and relationships. ( Children could use the existing site plan, and redesign it to suit the needs of the individuals)

### Unit 5D: Introduction to spreadsheets

Children learn to enter numbers, labels and simple formulae into a spreadsheet and to use the data to calculate totals. Children will be introduced to spreadsheet software and will explore how changes in price and quantity can affect total cost. (Countryside expenses, e.g. cost of keeping a sheep and the amount gained by its fleece, meat etc....)

### Unit 6A: Multimedia presentation

Children learn to create a multimedia presentation using text, images, and sounds. They will be taught to create links between pages and show sensitivity to the needs of their audience. (Linked to the whole day)

### Unit 6B: Spreadsheet modelling

Children learn to use a spreadsheet to explore a mathematical model. Children will be taught to use formulae in spreadsheets to answer 'what if ...?' questions. They will explore how changes in a spreadsheet affect results and identify simple rules. (Countryside expenses, e.g. the cost of keeping a sheep and the amount gained by its fleece, meat etc....)

## Science QCA Unit links

### Unit 1B: Growing plants

Children to the idea of plants as living things which grow and change. Children should become aware of similarities and differences in plants.  
Tree seed collection and planting.

### Unit 2A: Health and growth

Children learn that animals (including humans) grow and reproduce. They can use ideas about feeding and growth to learn about ways we need to look after ourselves to stay healthy. (Links to organic farming and the different foods from the countryside)

## Science QCA Unit links (cont'd)

### Unit 2B: Plants and animals in the local environment

Children learn about plants and animals in their immediate environment and how differences between places very close to each other result in a different range of plants and animals being found. They learn that like humans, plants and other animals reproduce,

### Unit 2C: Variation

Children will become more aware of the huge variety of living things within their local environment and of differences between them. They will learn that although individual living things are different there are similarities, which can help to sort them into groups, and that this is helpful.

### Unit 3B: Helping plants grow well

Children learn about what plants need to grow well and why it is important that they do. Experimental and investigative work focuses on:

- considering what evidence should be collected
- making careful measurements
- considering how good the evidence is
- using results to draw conclusions

### Unit 3D: Rocks and soils

Children should come to recognise that underneath all surfaces is rock which they may not be able to see, that rocks get broken down into pebbles and soils which we can often see, and that there are different sorts of rock with different characteristics. Pebbles and soils from different rocks consequently have different characteristics. (Linked to Soil Association)

### Unit 4B: Habitats

Children will begin to understand the concept of a habitat, how it provides organisms found there with conditions for life and how animals depend on plants or other animals, which eat plants for food. Throughout the unit ways in which organisms are suited to the habitat should be emphasised

### Unit 5B: Life cycles

Children learn that plants and animals reproduce as part of their life cycle and that in every life cycle there are distinct processes and stages. They should begin to understand how reproduction is important to the survival of the species.

### Unit 6A: Interdependence and adaptation

Children extend their knowledge of the way in which plants and animals in different habitats depend upon each other and are suited to their environment. They relate feeding relationships to knowledge of plant nutrition

### Unit 6B: Micro-organisms

Children learn that there are many very small organisms called micro-organisms which feed, grow and reproduce and which may be harmful or beneficial.

# Art

## **Unit 1C What is sculpture:** What is sculpture?

Children develop their understanding of shape, form, texture and the sensory qualities of materials. They learn about the work of sculptors and about different kinds of sculpture, including those made of natural materials. They also learn skills for arranging materials they have collected to make a relief collage and a sculpture.

## **Unit 2A Picture this!:** Picture this!

Children explore an issue or event in their lives. They learn how to use a viewfinder and record their observations and ideas using a variety of methods, including photography and collage. They look at and comment on the work of photographers and illustrators.

## **Unit 2B Mother Nature, de:** Mother Nature, designer

Children explore line, shape, colour and texture in natural forms. They make observations of natural objects and use their observations as the basis for textile design. They use their experience of fabrics to make a collage and learn and use simple techniques for applique.

## **Unit 6A:** People in action

Children explore how to convey movement in their work. They explore dynamic activities such as sport, dance, drama and music as a starting point for making work in two dimensions. They look at how the idea of movement is shown in different kinds of art, such as photography, illustrations, cartoons, paintings, prints, and experiment with different methods and techniques to show movement.

## **Unit 9gen:** Visiting a museum, gallery or site

Children to use the structure of a visit to a museum, gallery or site, or any visit outside school. The visit would be most effectively used at the start or in the middle of a unit of work, so that work back at school can be based on the information and experience acquired. If it is used at the end of a unit, it can round off work in an enjoyable and exciting way, but to be effective, children must be able to see it as the culmination of what they have been learning

## **Other ideas in Art**

Symmetry in nature

Revelation Natural Art (ICT), to draw pictures using different media etc...

How natural symmetry is used in man made items

Textiles / weaving

Painting – landscape, animals, plants etc...

Printing follow on from the painting

Making colour charts using a range of leaf colours, grasses etc.

Sculpture – clay, plastacine, can show objects, animals or create a scene on hardboard.