



Cavalry Climate Action Plan overview - Nursery to Year 6

Green systems across the curriculum

Water Reducing Waste Energy Use Life cycles Ecosystems Seasons Food systems

	Science	History	Geography	Art and Design	Design Technology & Food Prep	PSHE / RE / other
Nursery Autumn	<p>Seasons - seasonal changes from summer to autumn and autumn to winter, including harvest, hibernation and weather</p>	<p>Look at how farming has changed over time</p> <ul style="list-style-type: none"> - horse and plough to modern farming machinery 	<p>Finding out about our local landscape- fens-arable- bread basket of the country in comparison to hilly, mountainous landscape of Wales</p> <p>Visit from James the local farmer and his tractor</p>	<p>Autumn collage</p> <ul style="list-style-type: none"> - Family foraged finds from home <p>Local artist</p> <p>Andy Goldsworthy Transient art</p>	<p>Toffee apples -</p> <ul style="list-style-type: none"> - Cook apple slices on the camp fire using cinnamon sugar - Warm apple drink 	<p>Keeping our bodies healthy</p> <ul style="list-style-type: none"> - outdoor yoga sessions <p>Feeling the change of seasons</p> <p>RE - Autumn Festivals Diwali- outdoor bhanga dancing</p>
Nursery Spring	<p>Seasons - seasonal changes from winter to spring, including weather</p> <p>Lifecycles - Investigate the life cycles of frogs and snails</p> <p>Observing birds nesting in our garden- camera in bird box</p> <p>What do plants need to grow?</p>	<p>Changes over time- humans</p> <ul style="list-style-type: none"> - What can you do now that you couldn't when you were a baby? 	<p>Visit the school pond, look at seasonal changes</p> <p>Country comparisons</p> <ul style="list-style-type: none"> - Where do polar bears live? - Can you find them on the map? 	<p>Winter blizzard investigation- balloon pumps, winter shades of tissue paper, feathers, pebbles, pipe cleaner pieces</p>	<p>Popcorn</p>	<p>Learning to care for our environment</p> <p>Save water- tap monitors Save energy- turn off lights (link to Literacy tree planning- superheroes)</p> <p>RE - Spring Festivals/new beginnings</p> <ul style="list-style-type: none"> - Chinese New Year - Shrove Tuesday - Easter

						RSPB BIG SCHOOL BIRD WATCH
Nursery Summer	<p>Seasons - seasonal changes from spring to summer including weather</p> <p>How do plants grow? Plant our own food and insect friendly pollinators.</p> <p>Lifecycles - Investigate the life cycles of butterflies and ladybirds and snails. Minibeasts and insects, classification and habitats</p>		<p>Design and produce a pond in a pot for the Nursery garden- animals, insects that will benefit</p>	<p>Claude Monet waterlilys</p> <p>Hapa zome art -Investigate natural dyes from the food we grow</p>	<p>Smoothie</p> <ul style="list-style-type: none"> - Use strawberries grown in Nursery garden 	<p>Healthy living- Keeping our bodies fit and healthy, noticing changes e.g. heart rate</p> <p>Learning to care for our environment Caring for the minibeasts we find in the Nursery garden</p>
Reception Autumn	<p>Seasons - seasonal changes from summer to autumn and autumn to winter, including harvest, hibernation and weather</p>	<p>Dinosaurs and Mary Anning - What did Mary Anning discover? What are fossils? What do fossils tell us?</p>		<p>Wintry pictures - Use blue and white, exploring different blue tints by adding more white. -what does our environment look like in winter?</p>		<p>Healthy living -</p> <ul style="list-style-type: none"> - Healthy eating and how to keep our body healthy <p>Learning to care for our environment</p>
Reception Spring	<p>Lifecycles - Investigate the life cycles of frogs.</p> <p>Seasons - seasonal changes from winter to spring, including weather</p> <p>What do plants need to grow?</p>		<p>Exploring hot and cold countries - animals and their habitats, arctic and antarctic</p> <ul style="list-style-type: none"> - Explore climate change and effects on polar regions 	<p>3D Minibeasts -</p> <ul style="list-style-type: none"> - What are the parts of an insect? Use box modelling materials to make an insect <p>Henri Matisse snail</p> <p>Visit to The Fitzwilliam - artist study based on visit Collaborative art focus</p>	<p>Chinese New Year -</p> <ul style="list-style-type: none"> - Cook noodles on the camp fire and add peas and carrots <p>Shrove Tuesday -</p> <ul style="list-style-type: none"> - Cook pancakes on the camp stove 	<p>Save energy- turn off lights</p> <p>RE - Spring Festivals/new beginnings</p> <ul style="list-style-type: none"> - Chinese New Year - Ramadan - Eid - Shrove Tuesday - Easter <p>RSPB BIG SCHOOL BIRD WATCH</p>

Reception Summer	<p>Seasons - seasonal changes from spring to summer including weather</p> <p>How do plants grow? Plant our own food and bee friendly pollinators.</p> <p>Lifecycles - Investigate the life cycles of butterflies and ladybirds. Minibeasts and insects, classification and habitats including who calls our pond 'home'? And 'Why are bees so important?' - Save the bees protest</p>	<p>How did people cook before electricity? Victorian cooking range and implements - Link to cooking on the fire</p>	<p>Coasts - what is the seaside, where is it, and how do we keep everyone / everything safe at the coast? - Ocean pollution</p>	<p>Zev Hoover style photographs - where will you put your mini-me? Use plants to create an image in the style of Zev Hoover.</p>	<p>Potato and bean stew made from own produce</p> <p>Use strawberries and raspberries from the school garden to make jam, cook damper bread to have with the jam.</p>	<p>Save water- tap monitors, collect rain water for plants</p>
Year 1 Autumn	<p>Seasonal Changes How does the environment and weather change across the 4 seasons?</p> <p>Animals including humans What body parts do animals have? What are our 4 senses?</p>	<p>Great fire of London: How do fires affect the environment? Eco system.</p>	<p>Human and Physical: What is it like to live in hot and cold places? Skills and Field work: How can we use globe/atlas to locate countries? - What is it like in a desert, how does this affect life? - What is it like in the polar regions? How does this affect life?</p>	<p>Textiles: Use hot and cold colours and shapes.</p>	<p>Food and Nutrition: Make vegetable soup - use produce from the growing beds or local produce. Parent Cafe, sell the soup. - Children make posters and advertise. - Left over veg: printing, observational drawings.</p>	<p>Healthy bodies.</p> <ul style="list-style-type: none"> - What food can I grow to keep me healthy? - What food is in season? - What can I grow in England? - Harvest.
Year 1 Spring	<p>Everyday materials What materials are objects made from? How would you describe and compare the properties? Which materials are natural? - Everyday materials - plastic wastage,</p>	<p>Toys What were toys like in the past and how have they changed? - Can toy packaging / waste be</p>	<p>Rainfall: Catchers for all season rainfall. Human geography What is life like for children around the world? Skills and Field work:</p>	<p>Drawing: Building pattern and texture with pastels. Drawing on ipads. - Link to patterns and textures in the natural world</p>	<p>Food: Pancakes and topping, Easter cakes. - Pancakes or egg bread cooked on the fire pit</p>	<p>Mental wellbeing. How food affects our mood.</p>

	<ul style="list-style-type: none"> - recycling Go on a litter pick in the local area - what is commonly discarded? - Careers - what roles are there in refuse and recycling? 	reduced or removed?	How can we use a map to identify oceans, countries and continents? <ul style="list-style-type: none"> - How does pollution affect people and their environment 	Children draw toys and packaging.	Children to make their own toy and packaging (eco friendly)	
Year 1 Summer	<p>Living things; What is the function of different parts of a plant? Grow sunflowers outside (y1 area).</p> <p>How can we classify animals into groups?</p> <p>Why do animals have different types of teeth?</p>	<p>Significant changes in our locality: What were farms like in the past?</p> <ul style="list-style-type: none"> - Save the farms protest <p>Farm trip. Local farmers come in.</p>	<p>Human & physical geography: Where does our food come from?</p> <p>Skills and Field work: How can we use maps to show a familiar route?</p> <p>Farm trip.</p>	<p>Drawing: Observational drawings</p> <p>Printing: Block printing</p> <p>Painting: Pastoral scenes</p> <p>Collage: Found objects - Andy Goldsworthy</p>	<p>Mechanisms Making a picture with a moving part</p> <p>Food: milkshake or smoothie; making our own bread; cook with our home grown produce</p> <ul style="list-style-type: none"> - Stuffed bananas on the fire pit 	<p>Great outdoors day. Den building, camp fire. Pond dipping. Building habitats.</p>
	Science	History	Geography	Art and Design	Design Technology & Food Prep	PSHE + RE
Year 2 Autumn	<p>Animals including humans</p> <p>Living things and their habitats Shelters - how can our green spaces create shelter? How are different habitats suited to different animals? Den building outside and look at different habitats in the green spaces to develop knowledge for shoebox habitats.</p> <p>Living things: Classify - Alive, dead or never alive? What is a life cycle? What is a food chain? What does a habitat need to provide?</p>		<p>Where in the world are we? Where is Fenland? What makes this area special for growing?</p> <p>What grows locally? What have we seen out and about?</p> <p>Sacrewell Farm trip - what does the farm grow? Is it mainly arable or pastoral? Why?</p> <p>What's growing in the garden? Plant pea seeds Create a habitat helper.</p>	<p>Printing/ Life drawing Looking at the artist Orla Kiely and completing life drawings of apples and pears</p> <p>Creating layered prints based on Orla Kiely's apple and pear prints</p>	<p>Food and Nutrition - Designing and making a fruit salad -</p> <ul style="list-style-type: none"> - Use produce from the school growing beds - Discuss seasonal produce and how to reduce carbon footprint when choosing fruits - Link to harvest festival when produce was ready for harvest 	<p>Food banks and local produce Looking at the importance of foodbanks and what they do for our community.</p> <p>Farm to fork activities, looking at where our food comes from and how it gets to our plates</p>

	<p>What makes for a healthy, balanced diet for humans?</p> <ul style="list-style-type: none"> - Link to wide variety of seasonal produce in growing beds - protest for more healthy, locally grown food to be available for all 					
Year 2 Spring	<p>Materials</p> <p>Uses of everyday materials and choosing the correct materials to make a scarecrow/plant protector</p> <p>Living things and their habitats</p> <p>Create a habitat for a bird/ animal</p>		<p>Around the world</p> <p>Climates in different places - which fruit and vegetables are suited to different places</p>	<p>Drawing:</p> <p>Rubbings of different textures</p> <ul style="list-style-type: none"> - Use different plants / leaves <p>Painting:</p> <p>Colouring mixing - look at shades of colour in the natural world - use plants and flowers around school to explore</p>	<p>Food/backpack day</p> <p>Use the peas grown to make pea risotto.</p>	
Year 2 Summer	<p>Healthy seas - marine pollution</p> <ul style="list-style-type: none"> -seaside awareness -use recycled materials for sea creatures - invite parents in to learn more about keeping the oceans clean 	<p>Our local area - why were the local rivers important in the past? How are our rivers used today?</p>	<p>Place knowledge: our local area</p> <p>What is it like to live in our local area?</p> <ul style="list-style-type: none"> - How can we look after our area? - Protest against graffiti and litter - Litter pick - Walk to school <p>Skills and Field work:</p> <p>How can I use compass points and map features to draw my route to school?</p> <ul style="list-style-type: none"> - New orienteering around school grounds 	<p>Painting:</p> <p>Colour mixing - Van Gogh's 'Sunflowers'</p> <ul style="list-style-type: none"> - Use real sunflowers grown at school as inspiration for still life in the style of Van Gogh. 	<p>Food:</p> <p>Design and make a fruity lolly/cook with our home grown produce</p> <ul style="list-style-type: none"> - Use fruit from school beds - Traffic light kebabs (courgette, onion, tomatoes) 	

	Science	History	Geography	Art and Design	Design Technology & Food Prep	
Year 3 Autumn	<p>Rocks and Soil: How are rocks and soil formed?</p> <ul style="list-style-type: none"> - Explore environmental effects of erosion <p>Movement and Feeding: What nutrition do animals, including humans, need to survive?</p> <ul style="list-style-type: none"> - Link to growing produce at school - Soil testing 	<p>Changes in Britain from the Stone Age to the Iron Age: What was 'new' about the New Stone Age?</p> <p>Which was better, bronze or iron?</p> <p>If you were Julius Caesar, would you have invaded Britain in 55BC?</p>	<p>Environmental Education: How does climate affect life on Earth?</p> <p>Locational knowledge: What is weather like all around the world?</p> <p>Geographical skills and fieldwork: What is the Beaufort Scale?</p> <ul style="list-style-type: none"> - How does the climate here affect the growing of crops? - Which areas around school are the most windy / least windy? Does this affect growing? 	<p>Drawing: Pencil self portraits and half portraits</p> <p>Painting: Mixed media self portrait (powder paint and poster paint)</p> <ul style="list-style-type: none"> - Link to Van Gogh - look at the different varieties of sunflowers and carefully at the different parts of the plant <p>Sculpture: Clay masks</p> <ul style="list-style-type: none"> - Clay faces on trees using items collected in the environment 	<p>Food and Nutrition: Designing a healthy sandwich including baking bread</p> <ul style="list-style-type: none"> - Use produce from the growing beds in sandwiches including salad vegetables 	<p>Mental Wellbeing and physical health:</p> <ul style="list-style-type: none"> - What are the benefits of spending time outdoors? - How does a greener way of living improve our physical and mental health?
Year 3 Spring		<p>Iron Age Britain: The Celts and the Iceni</p> <ul style="list-style-type: none"> - Food grown and eaten by the Celts and Iceni, are we growing any in our school? 	<p>Locational knowledge What is it like to live in March today?</p> <p>Human and physical geography What are the key features of settlement and land use in March?</p> <ul style="list-style-type: none"> - How does this affect the soil quality in the Fens? 	<p>Printing, collaging & printing: Landscape observation - different viewpoints. Creating a Fen landscape.</p> <ul style="list-style-type: none"> - Environmental / transient art 	<p>Food: Healthy Lunchboxes - Make flatbread and add salad - Use food from the growing beds to add to items made Add herbs or garlic introduced by Romans!</p>	

Year 3 Summer	<p>Living Things:</p> <p>What are the different parts of the plant?</p> <p>What do plants need to grow?</p> <p>How do flowering plants reproduce?</p> <p>How is water transported through a plant?</p> <p>What is the life cycle of a flowering plant?</p>		<p>Location studies:</p> <p>Greece</p>	<p>Sculpture: pinch pots and coils in clay</p> <p>Drawing: Oil pastels and collaging</p>	<p>Food: Greek day/ cook with our home grown produce</p> <ul style="list-style-type: none"> - Make Greek fried courgettes on the fire - Make Greek Briam - potatoes, courgettes, onions, tomatoes, garlic, herbs (parsley) 	
	Science	History	Geography	Art and Design	Design Technology & Food Prep	
Year 4 Autumn	<p>Materials</p> <p>What are solids, liquids and gases and how do they change state?</p> <p>How does the water cycle work?</p> <p>Electricity</p> <p>How are different components used to construct electrical circuits?</p> <ul style="list-style-type: none"> - Sustainable energy sources - renewable/non-renewable 	<p>Romans</p> <p>Who were the Romans?</p> <p>Transport - fleet of ships, trade, conquering lands and territories, impact of invading other countries etc</p> <ul style="list-style-type: none"> - roman innovations (heating etc. - environmental) 	<p>Rivers, Mountains and Earthquakes</p> <p>What are the key physical characteristics of rivers, mountains and volcanoes?</p> <p>What are the causes and effects of Natural Disasters?</p> <ul style="list-style-type: none"> - Volcanoes - geothermal power, fertile soil - why live by volcanoes? 	<p>Drawing: Sketching leaves trees</p> <p>Painting: trees and Rousseau</p>	<p>Food:</p>	

Year 4 Spring	<p>Human Nutrition</p> <p>What happens inside our bodies when we eat?</p> <p>What role does teeth play in the digestive system?</p>	<p>Anglo Saxons and Vikings</p> <p>Who were the Anglo-Saxons and Vikings? How did rivers feature in their life?</p> <p>What was life like in Saxon Britain?</p> <ul style="list-style-type: none"> - Farming and food sources 	<p>Uk</p> <p>What food does the UK produce? What animals and birds live in the UK?</p>	<p>Drawing:</p> <p>Pencil - fish</p> <p>Printing:</p> <p>Relief print block - fish design, overwork with drawing</p>		
Year 4 Summer	<p>Grouping living things</p> <p>How can living things be grouped together?</p> <p>Dangers to living things</p> <p>How does the environment impact living things?</p> <ul style="list-style-type: none"> - Deforestation - Marine pollution - Global warming - fires 		<p>Human & physical geography:</p> <p>What are the key human and physical features of Western Europe?</p>	<p>Drawing - enlarge-ment of fish: develop with gold/silver on black paper</p> <p>Textiles: batik fish-enlarge- ment of small section</p> <p>Sculpture: fish - joined pinch pots with impress and apply</p>	<p>Food:</p> <p>Design and create ice cream sundaes - add strawberries grown from school garden.</p> <p>cook with our home grown produce</p>	<ul style="list-style-type: none"> - Den building during back pack day
	Science	History	Geography	Art and Design	Design Technology & Food Prep	
Year 5 Autumn	<p>Forces:</p> <p>What are gravity, weight and mass?</p> <p>How forces act between moving surfaces?</p> <p>How can some mechanisms allow forces to have greater effect?</p>	<p>Victorians:</p> <p>What was life like for a child in the Victorian era?</p> <p>Notable Victorians in the local area</p> <p>Victorian inventions and innovations</p> <ul style="list-style-type: none"> - William Armstrong's hydroelectric power scheme 	<p>Our Local Area</p> <p>-Fieldwork- transport survey</p> <p>What is in our local area?</p>	<p>Printing:</p> <p>Repeat patterns inspired by William Morris.</p>	<p>Food:</p> <p>Mince pies</p> <p>Discussion of where ingredients come from (flour, eggs etc.)</p>	

Year 5 Spring	Properties and Changes of Materials: What properties do materials have? How can we group everyday materials? How can we separate materials?		Our Connected World Natural resources Global Trade Extreme Weather impact	Painting: To paint a castle using range techniques Drawing: Sketch of a castle	Textiles: Quiver for mediaeval archer Food: Banquet - bread, butter, meat, fish - Fish and veg tortillas cooked on the camp fire	Financial capability: How to manage your money and keep it safe - Create a farmers market - What could you make and sell with our produce? (strawberry jam, chutney etc)
Year 5 Summer	Life Cycles: Life cycles of plants and animals Life of David Attenborough Understanding the importance of studying living organisms. Electricity and light: What does a complete circuit look like? How does light travel? Why do shadows form? - Renewable energy sources - Reusable battery power Reducing energy consumption	Ancient Egypt: How did the civilization of Egypt wax and wane? Constructing pyramids out of natural resources gathered from surroundings. Create a 'shaduf' (hand-operated device for lifting water) include how to raise a heavy bucket of 'vile Nile' water by filling a parallel bucket with stones	Our Blue Planet Why are oceans important? Water cycle How do people use rivers? What challenges does our blue planet face?	Printing: pressprint with multiple layers. Clay: pebble pot Painting: colour matching; grid enlargement	Food: Designing and making pizza. - Pitta pizzas using wholemeal pitta and veg such as tomatoes, peppers, onions, courgettes from growing beds Egyptian dips and pitta.	Financial capability: Plan for making the produce (above). -What do you need? What will it cost to produce? How much will you make and how much will you sell it for? Where will you sell it?
	Science	History	Geography	Art and Design	Design Technology & Food Prep	
Year 6 Autumn	Our Bodies What healthy choices can we make for our bodies? Evolution and inheritance How have plants and animals adapted to suit their environments? - How has deforestation	The Maya Who were The Maya? What did they create? Where and how did they live? What happened to their civilization? Buildings, calendar, maths, food, crops, beliefs	The Amazon Rainforest physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use,	Drawing: Face sketch using charcoal - Make your own charcoal using the fire at school Mixed media portrait Painting: Abstract art - Picasso	Nutrition: Design a healthy and tasty quesadilla. - cook on campfire Food: Christmas Rocky road.	Personal Safety: Protective Behaviours Healthy lifestyles

	affected animal adaptations?	- What crops did the Maya grow and why?	economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			
Year 6 Spring	<p>The Earth What is the solar system and how does it impact life on Earth? Day, Night, Seasons, Phases of the Moon, the planets, changing theories.</p>		<p>North America physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Sculpture: Pencil pot Impressed clay - slab work cylinder</p>	<p>Food: Creating smoothies (5 a day) - cook French toast with fruits on the campfire</p>	
Year 6 Summer	<p>Living things and their habitats: How can we classify living things? Why are micro-organisms important? How can identification keys help us? What are the stages in the life cycle of different animals?</p>	<p>Local Study: World War II What was life like in the Fens in the early part of the 20th century? How did life change during WWII (evacuation, air raids, blackout, rationing)?</p> <ul style="list-style-type: none"> - Where did food come from? - Make do and mend compared to now - Land girls - Rationing 	<p>My Place - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and</p>	<p>Drawing: Optical art</p>	<p>Food: recipes from World War II and the era of rationing - scones, jam and cream/ Woolton pie Cook with our home grown produce</p> <ul style="list-style-type: none"> - Campfire nachos - Or design your own recipe using the produce available in the growing beds and 'rations'. 	

			rivers), and land-use patterns; and understand how some of these aspects have changed over time			
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Whole school:

Green spaces project will continue in Spring 2026 - led by Eco council / Gardening Club

TEFAT Food Festival - Summer 2026

Hedge planting?