

Year 1: Term two: In the Garden - Plants

Concepts															
Global Learning	<p>SCSM Focus</p> <table border="1" data-bbox="237 256 1285 517"> <thead> <tr> <th data-bbox="237 256 501 284">Social</th> <th data-bbox="501 256 763 284">Cultural</th> <th data-bbox="763 256 1025 284">Spiritual</th> <th data-bbox="1025 256 1285 284">Moral</th> </tr> </thead> <tbody> <tr> <td data-bbox="237 284 501 517"> To use a range of social skills to work alongside and together with a range of different children. *Subject to Covid Risk Assessment – To develop whole school / year group activities. </td> <td data-bbox="501 284 763 517"> To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities Focus on the Arts & Creativity </td> <td data-bbox="763 284 1025 517"> To consider their own beliefs and learn and about and respect those of the world around them RE – Islam & Muslims </td> <td data-bbox="1025 284 1285 517"> To show interest in investigating moral and ethical issues, offer reasoned views, and understand and appreciate the viewpoints of others on these issues Environmental Issues </td> </tr> </tbody> </table>				Social	Cultural	Spiritual	Moral	To use a range of social skills to work alongside and together with a range of different children. *Subject to Covid Risk Assessment – To develop whole school / year group activities.	To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities Focus on the Arts & Creativity	To consider their own beliefs and learn and about and respect those of the world around them RE – Islam & Muslims	To show interest in investigating moral and ethical issues, offer reasoned views, and understand and appreciate the viewpoints of others on these issues Environmental Issues	<p>Celebrations</p> <p>Ramadan 12th April – 12th May</p> <p>Eid al fitr Wednesday 12th May</p> <p>Father’s Day – June 20th</p>		<p>The UK -</p> <p>St George’s Day April 23rd</p> <p>Queen’s Birthday June 12th</p> <p>Local History: Market Gardens</p>
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Knowledge	<p>Science</p> <p>Plants:</p> <ul style="list-style-type: none"> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals, including humans:</p> <ul style="list-style-type: none"> To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (To be taught only to year 1 when Y2 covers “body parts” PSHE). <p>Seasonal changes:</p> <ul style="list-style-type: none"> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies. 		<p>History/Geography</p> <p>Geography:</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 		<p>Art</p> <p>Pupils should be taught</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Key artists:</p> <p>Orla Kiely / William Morris (Designers) Van Gogh / Monet (Artists)</p>										
Skills	<p>Working Scientifically:</p> <p>Throughout the year pupils should be taught to use the following practical scientific methods, processes and skills through the programme of study content. These objectives can be taught through use of Sam the Scientist but should also be evident during other science lessons:</p> <table border="1" data-bbox="237 1150 1008 1321"> <tbody> <tr> <td data-bbox="237 1150 486 1225">To ask simple questions and recognise that they can be answered in different ways</td> <td data-bbox="486 1150 748 1225">To observe closely, using simple equipment</td> <td data-bbox="748 1150 1008 1225">To perform simple tests – recognising when a test is fair</td> </tr> <tr> <td data-bbox="237 1225 486 1321">To identify and classify – classifying within a given criteria and beginning to develop own criteria</td> <td data-bbox="486 1225 748 1321">To use their observations and ideas to suggest answers to questions</td> <td data-bbox="748 1225 1008 1321">To gather and record data to help in answering questions</td> </tr> </tbody> </table>				To ask simple questions and recognise that they can be answered in different ways	To observe closely, using simple equipment	To perform simple tests – recognising when a test is fair	To identify and classify – classifying within a given criteria and beginning to develop own criteria	To use their observations and ideas to suggest answers to questions	To gather and record data to help in answering questions	<p>Printing</p> <p>Stage 1</p> <p>Children can:</p> <ul style="list-style-type: none"> Recognise pattern and repeating pattern in the environment. Explore and create patterns with a wider range of materials e.g. sponges, vegetables/fruit, hard objects or prepared printing blocks. Begin to use equipment correctly to produce a clean image. Print on to paper or fabric. <p>Stage 2</p> <p>Children can:</p> <ul style="list-style-type: none"> Create a monoprint by drawing onto the back of paper laid over an inked surface. Design and make their own printing block (e.g. relief printing block, polystyrene tile). Use equipment correctly to produce a clean image. 		<p>Textiles</p> <p>Stage 1</p> <p>Children can:</p> <ul style="list-style-type: none"> Use fabric crayons and/or fabric paints to decorate a piece of cotton. Weave e.g. with strips of fabric, strips of paper, plastic bags, wool, raffia, ribbons, string, embroidery thread. <p>Stage 2</p> <p>Children can:</p> <ul style="list-style-type: none"> Use a dyeing technique to change the colour of a fabric. Cut and glue pieces of fabric on to another fabric (applique techniques) Apply decoration to a fabric e.g. cut threads, buttons, beads, feathers. Stitch a line on to a piece of fabric. 		
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			<ul style="list-style-type: none"> • Create a repeating pattern e.g. in a block pattern. 	
Vocabulary	Leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem Names of plants in their local environment for example grass, clover, daisy, buttercup, dandelion, oak, holly, daffodil, tulip etc. and plants we grow to eat such as lettuce, tomatoes, cucumber, radish, herb etc.	Map, compass, north south east west, key, features	Printing Print, Rolling, Pressing, Stamping, Rubbing	Textiles Fabrics, Weaving, Woven, Alternate, Over / under, Decoration, Decorative, Dye / colour, Apply

<p>Computing</p> <p>Computing</p> <p>1 - Pupils Should Be Taught to: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Lesson Plans for Online Safety – Project Evolve Themes of Wellbeing & Lifestyle / Copyright and Ownership</p> <p>2 - Pupils Should Be Taught to: <ul style="list-style-type: none"> ☑ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ☑ create and debug simple programs ☑ use logical reasoning to predict the behaviour of simple programs ☑ recognise common uses of information technology beyond school </p> <p>Programming – Moving A Robot NCCE Planning - This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p>	<p>DT</p> <p>Cooking and nutrition:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes. • understand where food comes from.
<p>Music World Music Day – June 21st</p> <p>Term 3 – Your Imagination</p> <p>Theme: Using your imagination Activity Focus:</p> <ul style="list-style-type: none"> • Be a pop star finding the pulse • Copy and clap back rhythms • Clap the rhythm of your name • Clap the rhythm of your favourite food • Make up your own rhythms • Have fun singing and using your imagination • Play an instrument using one or two notes 	<p>RE</p> <p>Key Question:1.2 Who is a Muslim and what do they believe?</p> <p>Learning Outcomes: Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah Re-tell a story about the life of the Prophet Muhammad Recognise some objects used by Muslims and suggest why they are important Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel Find out about and respond with ideas to examples of cooperation between people who are different</p>
<p>PE</p> <p>Pupils should be taught to:</p> <p>☑ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Real Foundations – pick from the 12 fundamental movement skills</p> <p>☑ participate in team games, developing simple tactics for attacking and defending Outdoor Games</p>	<p>PSHE</p> <p>Session 1</p> <ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing <p>Session 2</p>

☑ perform dances using simple movement patterns.
Real Dance – TBA (!)

- about healthy and unhealthy foods, including sugar intake
- Session 3
- about physical activity and how it keeps people healthy
 - about different types of play, including balancing indoor, outdoor and screen-based play
 - about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors
- Session 4
- how to keep safe in the sun
- Session 5
- to recognise what makes them special and unique including their likes, dislikes and what they are good at
- Session 6
- how to manage and whom to tell when finding things difficult, or when things go wrong
- Session 7
- how they are the same and different to others
- Session 8
- about different kinds of feelings
 - how to recognise feelings in themselves and others
 - how feelings can affect how people behave
- Session 9
- how rules can help to keep us safe
 - why some things have age restrictions, e.g. TV and film, games, toys or play areas
- Session 10
- basic rules for keeping safe online
 - whom to tell if they see something online that makes them feel unhappy, worried, or scared