

# Year 1: Term Three: In the Garden

Concepts						
Global Learning	<b>SCSM - Me &amp; My World</b>				Celebrations St George (23 <sup>rd</sup> April)	
	Social	Cultural	Spiritual	Moral		
	To use a range of social skills to work alongside and together with a range of different children.  <b>To develop whole school / year group / class activities.</b> PSHE - Health and Wellbeing	To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities  <b>Stories from around the world.</b>	To consider their own beliefs and learn about and respect those of the world around them  <b>RE - What makes some places sacred?</b>	To show interest in investigating moral and ethical issues, offer reasoned views, and understand and appreciate the viewpoints of others on these issues  <b>Environmental Issues &amp; Recycling</b>		
Knowledge	<b>Science</b> <i>Plants:</i>		<b>Design Technology</b>		<b>Art</b>	
	<ul style="list-style-type: none"> <li>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>To identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <b>Seasonal changes:</b> <ul style="list-style-type: none"> <li>To observe changes across the four seasons.</li> <li>To observe and describe weather associated with the seasons and how day length varies.</li> </ul>		<b>Cooking and Nutrition</b> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where food comes from.</li> </ul> <b>Design</b> <ul style="list-style-type: none"> <li>To design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>To explore and evaluate a range of existing products.</li> <li>To evaluate their ideas and products against design criteria</li> </ul>			<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
Skills	<b>Working Scientifically: Year one.</b> 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:  Pupils should be: asking simple questions and recognising that they can be answered in different ways <ul style="list-style-type: none"> <li>To ask simple questions and suggest ways in which they may be answered. (Where appropriate, this may include research using secondary sources.)</li> </ul> observing closely, using simple equipment <ul style="list-style-type: none"> <li>To observe closely, using simple equipment.</li> <li>Where appropriate, to observe changes over time.</li> </ul> performing simple tests <ul style="list-style-type: none"> <li>To perform simple, comparative tests.</li> </ul> identifying and classifying <ul style="list-style-type: none"> <li>To identify and classify objects, materials and living things.</li> <li>To classify within a given criteria and, with support, begin to make decisions about how items may be grouped or sorted.</li> </ul> using their observations and ideas to suggest answers to questions <ul style="list-style-type: none"> <li>To use observations and ideas to suggest answers to questions.</li> <li>With guidance, begin to notice simple patterns.</li> </ul> gathering and recording data to help in answering questions. <ul style="list-style-type: none"> <li>To gather and record data to help in answering questions.</li> </ul> <b>Vocabulary: Year one</b> -Question, find out, observe, describe, test, compare, group, pattern		<b>Design Technology Skills</b>  <b>Cooking and Nutrition</b> <ul style="list-style-type: none"> <li>Begin to use basic tools (cutters, graters, plastic knives, spoons, scissors) and techniques (e.g. cut out using a cutter, grating, cutting, snipping, stirring, spooning out, mixing, spreading, peeling by hand).</li> </ul> <b>Design Technology Knowledge</b> <ul style="list-style-type: none"> <li>Understand that food comes from plants and animals.</li> <li>Be able to say where some foods come from e.g. milk comes from cows, bacon comes from pigs.</li> <li>Name healthy and unhealthy foods</li> <li>Understand basic food hygiene (washing hands, preparing food on clean surfaces)</li> </ul> <b>Refer to other design/make/evaluate skills.</b>		<b>Sculpture</b> Stage 1 - Children can: <ul style="list-style-type: none"> <li>Manipulate malleable materials in a variety of ways e.g. rolling, coiling, pinching, kneading, cutting, twisting.</li> <li>Use a variety of malleable materials (clay, salt dough, papier mache) to create recognisable and purposeful 3-D forms e.g. a thumb pot/coil pot, a statuette, a hanging decoration, an ornament.</li> <li>Arrange natural materials to create shapes and forms.</li> </ul> Stage 2 - Children can: <ul style="list-style-type: none"> <li>Use tools to change the surface of a malleable material, creating texture.</li> <li>Join pieces of clay together using scoring, slurry and</li> </ul>	<b>Collage</b> Stage 1 - Children can: <ul style="list-style-type: none"> <li>Sort materials according to specific qualities e.g. shiny/dull, smooth/rough, by colour.</li> <li>Cut, tear and crumple paper and/or card in a controlled manner.</li> <li>Cut out simple shapes.</li> <li>Apply glue with care and consideration.</li> <li>Arrange and glue pieces of paper and card on to a background to create a picture.</li> </ul> Stage 2 - Children can: <ul style="list-style-type: none"> <li>Use a wider range of materials (photocopied images, fabric, tissue, magazines, newspaper,</li> </ul>

## Year 1: Term Three: In the Garden

	<p>-Measure, length, height, weight, time, temperature</p> <p>-Record, results, table</p>		<p>smoothing to create an imaginary or realistic form.</p> <ul style="list-style-type: none"> <li>Experiment with joining materials (malleable and/or rigid) to construct 3D forms, e.g. pipe cleaners and Modroc.</li> </ul>	<p>textured papers, crepe paper).</p> <ul style="list-style-type: none"> <li>Begin to cut out a wider range of shapes.</li> <li>Use a combination of materials that have been cut, torn and glued to create a picture/represent an idea.</li> <li>Select their own materials from a range provided.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem</li> <li>Names of plants and trees in their local environment for example grass, clover, daisy, buttercup, dandelion, daffodil, tulip, oak, holly, horse chestnut, sycamore etc. and plants we grow to eat such as lettuce, tomatoes, cucumber, radish, herb etc.</li> <li>Human body parts, including head, face, ears, hair, eyes, nose, mouth, teeth, cheek, chin, neck, body, arms, hands, fingers, legs, feet, toes, skin,</li> <li>See, look, hear, listen, touch, feel, taste, smell</li> </ul> <p>Vocabulary: Seasonal Change</p> <ul style="list-style-type: none"> <li>Spring, summer, autumn, winter</li> <li>Day, night, light, dark, sunrise, sunset</li> <li>Sun, rain, snow, hail, precipitation, wind, cloud, cloud cover</li> <li>Deciduous, evergreen tree</li> </ul>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p><b>Sculpture</b></p> <p>Sculpture Model Statue 3D (three dimensional) Carving / carved Shapes Materials Roll, cut, pinch, carve, knead</p>	<p><b>Collage</b></p> <p>Collage Materials Cut Tear / rip Crumple Gaps / spaces Stick /glue Sharp edge Torn edge Place / arrange / position Overlap</p>

<p><b>Computing</b></p> <p><b>Digital Writing</b></p> <ul style="list-style-type: none"> <li>To use a computer to write</li> <li>To add and remove text on a computer</li> <li>To identify that the look of text can be changed on a computer</li> <li>To make careful choices when changing text</li> <li>To explain why I used the tools that I chose</li> <li>To compare writing on a computer with writing on paper</li> </ul>	<p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>To use technology safely and respectfully</li> </ul> <p>With a focus on:</p> <ul style="list-style-type: none"> <li>WellBeing &amp; Lifestyle</li> <li>Copyright &amp; Ownership</li> </ul>	
<p><b>Music</b></p> <p><b>Term 3 - Reflect, Rewind and Replay</b></p> <p>Theme: The history of music, look back and consolidate your learning, learn some of the language of music. A context for the History of Music and the beginnings of the Language of Music.</p> <p>Activity Focus:</p> <ul style="list-style-type: none"> <li>Listen and appraise Classical music</li> <li>Musical activities</li> <li>Share and perform</li> </ul>	<p><b>RE - Key Questions</b></p> <p><b>What can we learn from sacred books?</b></p> <p>Talk about some of the stories that are used in religion and why people still read them. Recognise some ways in which Christians and Muslims people treat their sacred books. Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. Make links between the messages within sacred texts and the way people live.</p> <p><b>What makes some places sacred?</b></p> <p>Identify at least three objects used in worship in two religions. Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p> <p><b>How &amp; Why do we celebrate special and sacred times?</b></p>	

## Year 1: Term Three: In the Garden

<ul style="list-style-type: none"> <li>Play instruments within the song</li> </ul>	<p>Ramadan &amp; Eid il Fitr / Pentecost</p> <p>Identify a special time they celebrate and explain simply what celebration means.</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God.</p> <p>Identify some ways Christians celebrate Pentecost and some ways a festival is celebrated in another religion.</p> <p>Re-tell stories connected with Pentecost and a festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p> <p>Suggest meanings for some symbols and actions used in religious celebrations, including Eid-ul-Fitr.</p> <p>Identify some similarities and differences between the celebrations studied.</p>
<p><b>PE</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Participate in team games, developing simple tactics for attacking and defending.</li> <li>- Use basic Fundamental movements and apply them in a range of activities.</li> </ul> <p><b>Skills:</b></p> <p>Travel in a variety of ways including running and jumping.</p> <p>Begin to perform a range of throws.</p> <p>Develop Catching &amp; Retrieving by receiving a ball with basic control</p> <p>Participate in a range of simple games and demonstrate understanding of the rules</p> <p>Begin to develop spatial awareness and eye-hand co-ordination.</p> <p><b>Scheme:</b></p> <p>Athletics and Outdoor Games</p>	<p><b>PSHE -</b></p> <p><b>Physical health and Mental wellbeing</b></p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <ul style="list-style-type: none"> <li>what it means to be healthy and why it is important</li> <li>ways to take care of themselves on a daily basis</li> <li>about basic hygiene routines, e.g. hand washing</li> <li>about healthy and unhealthy foods, including sugar intake</li> <li>about physical activity and how it keeps people healthy</li> <li>about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>how to keep safe in the sun</li> </ul> <p><b>Growing and changing</b></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <ul style="list-style-type: none"> <li>to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>how they are the same and different to others</li> <li>about different kinds of feelings</li> <li>how to recognise feelings in themselves and others</li> <li>how feelings can affect how people behave</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>How rules and age restrictions help us; keeping safe online</li> <li>how rules can help to keep us safe</li> <li>why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>basic rules for keeping safe online</li> <li>whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>