

Year 1: Term Three: In the Garden - Creative Arts

Concepts					
Global Learning	SCSM – Me & My World				Celebrations St George (23 rd April) Olympics
	Social	Cultural	Spiritual	Moral	
	To use a range of social skills to work alongside and together with a range of different children. To develop whole school / year group / class activities. 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 Stories from around the world.	To consider their own beliefs and learn and bout and respect those of the world around them RE – What makes some places sacred?	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 & Recycling	
	Science		Design Technology		Art
Knowledge	<u>Plants:</u> <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. <u>Seasonal Changes:</u> <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. <u>Working Scientifically: Year one.</u> <p>Pupils should be:</p> <ul style="list-style-type: none">asking simple questions and recognising that they can be answered in different waysobserving closely, using simple equipmentperforming simple testsidentifying and classifyingusing their observations and ideas to suggest answers to questionsgathering and recording data to help in answering questions.		<u>Cooking and Nutrition</u> <ul style="list-style-type: none">Use the basic principles of a healthy and varied diet to prepare dishes.Understand where food comes from. <u>Design</u> <ul style="list-style-type: none">To design purposeful, functional, appealing products for themselves and other users based on design criteria.To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> <ul style="list-style-type: none">To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <u>Evaluate</u> <ul style="list-style-type: none">To explore and evaluate a range of existing products.To evaluate their ideas and products against design criteria		<ul style="list-style-type: none">To use a range of materials creatively to design and make productsTo 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 spaceTo 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. Drawing / Painting / Sculpture / Collage .
Computing		RE – Key Questions		Music	PE
Digital Writing <ul style="list-style-type: none">To use a computer to writeTo add and remove text on a computerTo identify that the look of text can be changed on a computerTo make careful choices when changing textTo explain why I used the tools that I choseTo compare writing on a computer with writing on paper		Online Safety: <ul style="list-style-type: none">To use technology safely and respectfully With a focus on: <ul style="list-style-type: none">WellBeing & LifestyleCopyright & Ownership	What can we learn from sacred books?. What makes some places sacred? How & Why do we celebrate special and sacred times?	Reflect, Rewind and Replay 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.	PE Knowledge: - Participate in team games, developing simple tactics for attacking and defending. - Use basic Fundamental movements and apply them in a range of activities. Scheme: Real PE, Gymnastics, Athletics and Outdoor Games
					PSHE – Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong