



Overview and rationale

Having explored living things and plants in Exploring the World in EYFS, children will now build on that knowledge and learn how to identify common wild and garden plants, as well as common trees that grow in their local area. They will be able to describe the structure of common plants and trees. They will learn to **respect** the environment around them and the importance of our natural world, as well as how they might take responsibility in looking after it! They will understand the role that seasons play in the growth of plants and will have an introduction into how we can make our world sustainable and how we take care of the environment.

How can I look after my garden?

BIOLOGY



SCIENCE LEARNING STATEMENTS

Area of Learning	Skills and Knowledge
Scientific Enquiry and applying knowledge in context	I can explore the world around me and raise my own simple questions.
	I can experience different types of science enquiries, including experiments.
	I can begin to recognise ways in which to answer scientific questions.
	I can carry out simple tests.
	I can use simple features to compare objects, minerals, materials and living things. With help, I can decide how to sort and group.
	I can ask people questions and use simple secondary resources.
	I can observe closely using simple equipment to help and, with help, I can observe changes over time.
	With guidance, I can begin to notice patterns and relationships.
	I can use simple measurements and equipment to gather data.
	I can record simple data.
I can use my observations and ideas to suggest answers to questions. I can talk about what I found out and how I found it out.	
With help, I can record and communicate my findings in a range of ways and begin to use scientific language.	

NATIONAL CURRICULUM OBJECTIVES

Plants:

1. identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
2. identify and describe the basic structure of a variety of common flowering plants, including trees

Seasonal changes:

1. observe changes across the four seasons
2. observe and describe weather associated with the seasons and how day length varies

KEY VOCABULARY

leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, Names of trees in the local area, names of garden and wild flowering plants in the local area, hemispheres

'CORE' KNOWLEDGE	'ADDITIONAL' KNOWLEDGE
1) I can name some trees and plants from around Urmston – the ash, the birch, the oak and the sweet chestnut.	a) I can recognise the leaves of these trees.
	b) I know that deciduous trees shed their leaves and evergreen trees have their leaves all year round.
	c) I know what a plant needs to grow (sunlight, water, soil)
2) I can label the different parts of a plant – the flower, the leaf, the fruit, the stem and the roots.	a) I know that the roots absorb water and minerals from the soils
	b) I know that the stem takes water and minerals to the other parts of the plant.
	c) I know that the leaves make food for the plant from sunlight and carbon dioxide.
3) I can name the different seasons of the year.	a) I can describe how the weather changes during the different seasons.
	b) I know what happens to deciduous trees during the autumn.
	c) I know that the seasons are different in different hemispheres of the world.

Possible 'higher order' questioning		School Value	Topic relevance: How/when/where/why is it needed?
Remember	Can you name some of the plants around our area?		
Understand	What do plants need to grow?		
Apply	Can you label the parts of a plant?		
Analyse	Why do some plants grow better than others?		
Evaluate	Why do we need to look after our plants and trees?		
Create	Can you grow your own plant?		
Possible Enrichment activities (including trips/visitors, etc.)	Now Press Play experience		
	Golden Hill Park/Allotments	Respect	How can you show respect for the plants and trees around us?
	Urmston Meadows	Responsibility	In what ways can we look after the world around us?
	UGS Gardening Club	Happiness	Many people are happy when they are in their gardens, allotments, parks or outdoors. Why do you think this is?
		Kindness	Why do people give flowers when they want to be kind?
		Pride	How do you show pride in the things that you grow?

DESIGN AND TECHNOLOGY

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
Developing, planning and communicating ideas			
<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Model their ideas in card/paper. 	<ul style="list-style-type: none"> Know that before something is made it has to be designed. Know that products are usually made in factories, often by machinery but sometimes by hand (people). 	designed, design, designers, product, audience, factories, machinery, idea
Working with tools, materials and components to make products			
<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> Begin to make their design using appropriate techniques. With support, measure, mark out, cut and shape a range of materials. Assemble, join and combine materials using a variety of temporary methods (e.g. glue/tape). Select and use appropriate fruit and vegetables, process and tools. Explore objects and designs to identify likes and dislikes of the designs Begin to use simple finishing techniques to improve the appearance of their product. 	<ul style="list-style-type: none"> Know how to correctly hold a pair of scissors. Know how to cut accurately along different sizes and shapes of lines. Know that tracing (of simple lines using pencil) can be used to develop fine motor skills. Know that there are different ways to join materials (e.g. glue, sellotape and blutack). 	sizes, shapes, lines, tracing, simple lines, fine motor skills, join, materials, glue, sellotape, blu-tack, thread, equipment, hole punched holes
Evaluating processes and products			
<ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> Begin to verbally evaluate their product, discussing how well it works. Identify strengths and possible changes. Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). When looking at existing products explain what they like and dislike about products and why. 	<ul style="list-style-type: none"> Know that it is important to evaluate a product to learn and make it better next time. 	make better, what went well
Cooking and nutrition			
<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. 	<ul style="list-style-type: none"> I can cut and squeeze (soft foods) ingredients safely and hygienically. I can suggest healthy and unhealthy snacks and can say whether these are good or bad for you. 	<ul style="list-style-type: none"> Know that meat comes from animals and fish comes from the sea. Know that vegetables and fruit come from plants in the earth. Know that dairy products such as yoghurt, cheese and milk come from animals. Know that some foods are bad because they contain lots of sugar or fat and can give some examples. Know which foods are healthy/ unhealthy on the 'eat well' plate. Know how to hold a knife correctly using a simple bridge hold. Know how to peel, cut, chop and spread soft items such as bread, bananas, strawberries etc. 	meat, animals, fish, vegetables, fruit, plants, dairy products, yoghurt, cheese, milk, foods, sugar, fat, healthy, unhealthy, eat well plate, hold, knife, simple bridge hold, peel, cut, chop, spread, make
Project			
Preparing a yummy salad!			

Wider opps with Trafford Music Service starts in Spring 1 and completes in Spring 2 usually with a performance to parents. Explicit lessons aren't taught to the children during this period. However, the following is in case there is an alteration to the time of Year 1 Instrumental lessons in subsequent years.

MUSIC

Controlling sounds through Singing

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes - Learn that they can make different types of sounds with their voices 	<ul style="list-style-type: none"> - Take part in a group singing performance. - Learn about voices, singing notes of different pitches (high low) - Identify long, short for duration, loud and quiet for dynamics - Learn to start and stop singing when following a leader. - Play pieces on my instrument in time with my teacher and my class. - Sit or stand in playing/singing position and show good posture. 	<ul style="list-style-type: none"> - Know 4 songs or raps by heart and sing them in unison with others (throughout the KS) - Know how to perform with an awareness of others - Know that their voices make different sounds and that the sounds can be made into patterns - Copy my teacher's rhythm and tone - Understand and respond to the signals from my teacher. 	<p>High, low, pitch, beat, pulse, rhythm, long, short, duration, loud, quiet, soft, unison</p>

Controlling sounds by Playing (and Performing)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Play tuned instruments - Listen to and follow musical instructions from a leader 	<ul style="list-style-type: none"> - Take my instrument and show that I am ready for the lesson - End with a musical silence and bow smartly when the audience claps at the end. - Start and stop at the right time. - Concentrate and watch my teacher for instructions. - Use instruments to perform - Treat instruments carefully and with respect. - Play a tuned instrumental part - Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). - Make and control long and short sounds (duration) 	<ul style="list-style-type: none"> - Learn the names of the notes in their instrumental part from memory or when written down. - Learn the names of the instruments that they are playing. 	<p>Instrument names, tuned, un-tuned, leader, long, short, duration, perform, appraise, improve, feedback</p>

Creating and developing musical ideas (Improvisation and Composing)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Experiment with, create, select, and combine sounds using the inter-related dimensions of music. - Clap and repeat short melodic and rhythmic patterns. 	<ul style="list-style-type: none"> - Clap longer rhythms with help. - Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, twinkling etc – timbre) - Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> - Name where my African instruments come from. - Name different African instruments 	<p>rhythm, notes, long, short, duration, high and low – pitch; loud and quiet – dynamics; fast and slow – tempo</p>

Responding and reviewing (Appraising)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Listen with concentration and understanding 	<ul style="list-style-type: none"> - Learn how they can enjoy moving to pulse in music - Hear and listen - Identify texture – one sound or several sounds? 	<ul style="list-style-type: none"> - Know and recognise the sound and names of some of the instruments they use. 	<p>Name instruments, musicians, low notes, high notes, higher, lower, slowly, faster,</p>

Listening and applying knowledge and understanding (Theory)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Develop a love of music and talent as a musician. 	<ul style="list-style-type: none"> - Add their own ideas to a performance. - Record the performance and say how they were feeling about it. - Make sounds with a slight difference, with help. 	<ul style="list-style-type: none"> - Know that a performance is sharing music with other people, called an audience. - Know that music has a steady pulse, like a heartbeat. - Know how sounds are made and changed. 	<p>Audience, pulse, rhythms, names of instruments musicians, low notes, high, higher, lower, faster,</p>

Stimulus - Composers/Musicians/Artists/Styles

'Wood'

Genre of the half term - 20th Century Music