

Topic Name: In the Garden
Class and Year Groups: Lower Unit – Reception and Year One

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> • Identify and describe common wild and garden plants. • Name the key parts of a plant and tree. • Talk about what a plant needs to grow successfully. • Know the difference between an evergreen and deciduous tree • Talk about the daily and seasonal weather patterns in spring. • Create their own garden scene using lots of different art skills. • Talk about where vegetables come from and know how to care for their own selection of vegetables. • Use compass directions to help find a location • Use simple coding skills on Purple Mash. 	<p>KEY FOCUS AREAS:</p> <p>Seasonal and daily weather patterns - Spring</p> <p>Science - To identify and describe common wild and garden plants. To learn about what a plant needs to grow successfully. To learn about deciduous and evergreen trees.</p> <p>Art - To create a garden scene using a variety of skills.</p> <p>Maps - Using compass directions to locate key features of our school grounds.</p> <p>DT - Cooking and nutrition. Planting and caring for our own vegetables.</p> <p>Computing - Coding</p> <p>PE - Gym</p>	
TOPIC FOCUS and CONTENT:		
<p>Geography – Year One:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom. • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • 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>Understanding the World – Reception:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<p>Science – Year One:</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. <p>Understanding the World – Reception:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>KEY QUESTIONS (linking to topic factsheet):</p> <ul style="list-style-type: none"> • What is a human feature? • What is a physical feature? • What does a plant need to grow successfully? • What is the name of this plant? • Can you name the main parts of a plant/tree? • What is the difference between a deciduous and evergreen tree? • Which way is North when you are in Tibberton playground? • Can you describe where parts of our school are using compass directions and directional language? • How do we grow vegetables? • What is it like in spring in Tibberton? <p>Key Vocabulary: (some examples, we will cover more)</p> <p>Evergreen, deciduous, root, stem, leaves, flower, trunk, branches, map, north, south, east west, physical feature, human feature, coding, names of vegetables...</p> <p style="text-align: center;">Opportunities for Extension</p> <ul style="list-style-type: none"> • Differentiated activities • A focus on questioning to deepen understanding • A wide array of opportunities to use their skills in a variety of situations • Opportunities for children to 'teach' those who are struggling, in order to consolidate their own understanding.

<p>ENGLISH: Key texts - The Tiny Seed, There's a Tiger in the Garden, The Very Busy Spider, The Very Hungry Caterpillar and Superworm.</p> <p>Year One: Key writing focus - Continuing to use full stops and capital letters. Spelling HFW correctly. Reading our work back to make sure it makes sense. Handwriting - robot letters (h, k, p) and reviewing (r, n, m, b)</p> <p>Reception: Key writing focus - Writing sentences. Leaving finger spaces. Spelling key 'tricky' words correctly. Handwriting - robot letters (h, k, p) and reviewing (r, n, m, b)</p>	<p>MATHS: Year One: Mass and Volume Number - multiplication and division Fractions</p> <p>Reception: Measures - Mass and capacity Number - one less than Numbers 11 - 20 Doubling and halving</p>	
<p>Art and Design – Year One: Creating a Garden Scene:</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. <p>EXPRESSIVE ARTS AND DESIGN – Reception: Creating a Garden Scene:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<p>PHYSICAL DEVELOPMENT – Year One: Gymnastics</p> <ul style="list-style-type: none"> Master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <p>PHYSICAL DEVELOPMENT – Reception: Gymnastics</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>MUSIC – Year One: Charanga: Friendship Song</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. <p>EXPRESSIVE ARTS AND DESIGN – Reception: Charanga: EYFS music festival</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.
<p>Design and Technology – Year One: Cooking and Nutrition - growing vegetables:</p> <ul style="list-style-type: none"> Understand where food comes from. Use the basic principles of a healthy and varied diet. <p>Understanding the World – Reception: Cooking and Nutrition - growing vegetables:</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>COMPUTING – Year One: PurpleMash – Coding</p> <ul style="list-style-type: none"> Use technology safely and respectfully, identify where to go for help and support when they have concerns. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 	<p>COMMUNICATION AND LANGUAGE – Reception:</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
<p>ENRICHMENT and VERTICAL DRIVERS:</p> <ul style="list-style-type: none"> Vertical drivers - The Environment and Our Place in the World Planting our own seeds/vegetables 		

SMSC/PSHE/BRITISH VALUES:

PSHE/HRE - SCARF - Being my Best

- about foods that support good health and the risks of eating too much sugar
- simple hygiene routines that can stop germs from spreading
- how to manage when finding things difficult
- simple strategies to resolve arguments between friends positively
- about what is kind and unkind behaviour, and how this can affect others
- about how to treat themselves and others with respect; how to be polite and courteous
- how to listen to other people and play and work cooperatively

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT – Reception:

PSHE/HRE - SCARF - Being my Best

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Show sensitivity to their own and to others' needs.

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

Geography Targets – As a Year One Geographer

- Teacher led enquiries, to ask and respond to simple closed questions.
- Investigate their Surroundings
- Make observations about where things are e.g. within school or local area.
- Create a simple picture map to move around the school/village;
- Recognise that it is about a place.
- Use information books/pictures as sources of information.
- Draw around objects to make a plan.
- Relative vocabulary (e.g. bigger/small, like/dislike)
- Picture maps and globes
- Follow directions (Up, down, left/right, forwards/backwards)
- Identify seasonal and daily weather patterns in the United Kingdom - winter
- Use basic geographical vocabulary to refer to:
Key physical features, including: forest, hill, mountain, soil, valley, vegetation,.
Key human features, including: city, town, village, factory, farm, house, office.

Design Technology Targets: As a Year One Designer

- Select and use appropriate fruit and vegetables, processes and tools.
- Use basic food handling, hygienic practices and personal hygiene.

PE Targets – As a Year One child

- Perform balances making their body tense, stretched and curled.
- Take body weight on hands for short periods of time.
- Demonstrate poses and movements that challenge their flexibility.
- Remember, repeat and link simple actions together.

Art and Design Targets: As a Year One Artist

- developing ideas (ONGOING)
- Record and explore ideas from first-hand observation, experience and imagination.
- Identify what they might change in their current work or develop in their future work.
- Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.
- Begin to explore the use of line, shape and colour
- Use a variety of tools and techniques including the use of different brush sizes and types.
- Mix secondary colours and shades using different types of paint.
- Create different textures e.g. use of sawdust.
- Carry out different printing techniques e.g. monoprint, block, relief and resist printing.
- Create images from imagination, experience or observation.
- Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.

Science Targets – As a Year One scientist:

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions
- Enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them
- They should be encouraged to be curious and ask questions about what they notice.
- They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.

Music Targets – As a Year One Musician:

- To find their singing voice and use their voices confidently.
- Follow pitch movements with their hands and use high, low and middle voices.
- Sing a melody accurately at their own pitch.
- Sing songs expressively.
- Sing with a sense of awareness of pulse and control of rhythm.
- Begin to sing with control of pitch (e.g. following the shape of the melody).
- Recognise phrase lengths and know when to breathe.
- Sing with an awareness of other performers.
- Recall and remember short songs and sequences and patterns of sounds.
- Identify different sound sources.
- Identify the pulse in different pieces of music.
- Perform a rhythm to a given pulse.
- Identify the pulse and join in getting faster and slower together.
- Accompany a chant or song by clapping or playing the pulse or rhythm.
- Identify long and short sounds in music
- Make sounds and recognise how they can give a message.
- Identify and name classroom instruments.
- Create and chose sounds in response to a given stimulus.
- Identify how sounds can be changed.
- Change sounds to reflect different stimuli.
- Play instruments in different ways and create sound effects. Handle and play instruments with control.