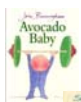

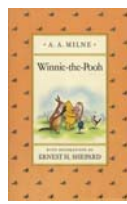
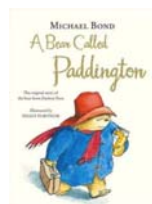
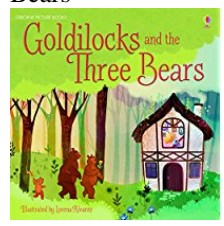



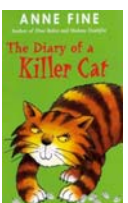




Year One Term 5 Plants

Writing Map		Reading Spine					
English	Theme	Plants					
	Main text	Goldilocks and the Three Bears 					
	Story plot and focus	Character Flaw Focus: characterisation					
	Poetry Unit	Poem to recite- Here is the Seed by John Foster					
	Non fiction Unit	Letter – link to text apology					
		Writing assessment					
Mathematics	Numbers to 100 Addition and subtraction within 100 Money Multiplication and division						
Science	<p>Working Scientifically</p> <p>Links to the statutory programme of study:</p> <ul style="list-style-type: none"> • Can they ask simple questions, recognising that they can be answered in different ways? • Can they observe closely, using simple equipment? • Can they identify and classify? • Can they use their observations and ideas to suggest answers to questions? • Can they gather and record data to help in answering questions? <p>Non-statutory notes & guidance:</p> <ul style="list-style-type: none"> • Can they observe closely (using a magnifying glass)? • Can they compare & contrast familiar plants? • Can they identify & group plants? • Can they draw diagrams labelling parts of plants / trees? • Can they keep records of changes over time? • Can they compare and contrast what they have found out about plants? <p><i>Some topics require children to ‘make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 1 those topics are: Seasonal changes, plants & animals.</i></p> <p>This topic requires planning for making observations throughout the school year.</p> <p>A suggested learning journey re making observations over time is:</p> <p>Set up observations early on during the school year by showing the children a couple of photos or a You Tube video, illustrating the effects of the passing of time in relation to the focus phenomena e.g. two pictures of the school grounds, one taken during late autumn and the other in late spring. Use these as the basis for a session raising scientific questions to be investigated. With the children’s involvement, identify 2 or 3 questions to focus upon to explore further. Designate a display board on which to capture observations over a period of time e.g. throughout the school year. Collect observations, children’s drawings and observation notes (e.g. of birds and animals seen) and photographs throughout the year and display these on the display board in sequence. Involve the children in collecting the data/observations relating to the phenomena to investigate, contrast and compare, noting the significant changes. Pull</p>						

	<p>together observations/learning in order to determine what has been found in relation to the children's initial questions. Mini plenaries could be held towards the end of each term noting any significant changes throughout the previous half term and prompting children to wonder about/predict what will happen next.</p> <p>Plants</p> <ul style="list-style-type: none"> • Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? • Can they identify and name a range of common plants and trees? • Can they recognise deciduous and evergreen trees? • Can they name the trunk, branches and root of a tree? • Can they describe the parts of a plant (roots, stem, leaves, and flowers)? • Can they create their own criteria/rules for classifying a group of different plants and apply them consistently when sorting?
History	<p><i>Possible starting point / stimulus:</i> <i>An image of a portrait of a king or queen / a story about a king or queen</i></p> <p>Kings and Queens</p> <ul style="list-style-type: none"> • Can they explain differences between past and present in their life and that of other children from a different time in history • Can they identify differences between the lives of Queen Victoria and Queens Elizabeth I & II • Know about the lives of significant individuals (Queen Elizabeth I & Queen Victoria) in the past who have contributed to national and international achievements. • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Can they raise questions about the royal family today and in the past? • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they identify the 'clues'/characteristics which they use to identify the order of events/objects? • Can they answer questions using a range of artefacts/ photographs provided? • Can they give a plausible explanation about what an object was used for in the past? • Can they find out more about a famous person from the past and carry out some research on him or her?
Geography	No geography
E-safety	<p>Knowledge & understanding</p> <p>Can they understand the different methods of communication (e.g. email, online forums etc)? Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Do they know that personal information should not be shared online? Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?</p> <p>Skills</p> <p>Can they follow the school's safer internet rules? Can they use the search engines agreed by the school? Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a class? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network?</p>
Computing	Scratch Junior
Religious Education	How do you belong to Christianity?
Physical Education	<p>Acquiring and developing skills</p> <p><u>Evaluating and improving</u> Can they copy actions?</p>

	<p>Can they repeat actions and skills? Can they move with control and care? <u>Evaluating and improving</u> Can they talk about what they have done? Can they describe what other people did? <u>Health and fitness</u> Can they describe how their body feels before, during and after an activity?</p> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Can they make their body tense, relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them? • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways? <p>Coach- Multi-skills</p>
Art & Design	<p><u>Printing</u></p> <ul style="list-style-type: none"> • Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern? <p>Painting (Artists' day)</p> <ul style="list-style-type: none"> • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours? <p>Sketch books (Artists' day)</p> <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work?
Design & Technology	<p>Developing, planning and communicating ideas</p> <p>Can they identify the features of a successful product? Can they identify a purpose and a target group? Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan?</p> <p>Working with tools, equipment, materials and components to make quality products</p> <p>Can they explain what they are making? Can they explain which tools are they using?</p> <p>Evaluating processes and products</p> <p>Can they describe how something works? Can they talk about their own work and things that other people have done?</p> <p><u>Cooking and nutrition- make a fruit salad</u></p> <ul style="list-style-type: none"> • Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of interesting ways of decorating or presenting food they have made?
Music	<p>Performing</p> <ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds? <p>Challenging</p>

	<ul style="list-style-type: none"> • <i>Can they make loud and quiet sounds?</i> • <i>Do they know that the chorus keeps being repeated?</i> <p>Composing (inc notation)</p> <ul style="list-style-type: none"> • Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures? <p>Challenging</p> <ul style="list-style-type: none"> • <i>Can they tell the difference between long and short sounds?</i> • <i>Can they tell the difference between high and low sounds?</i> • <i>Can they give a reason for choosing an instrument?</i> <p>Appraising</p> <ul style="list-style-type: none"> • Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing? <p>Challenging</p> <ul style="list-style-type: none"> • <i>Can they tell the difference between a fast and slow tempo?</i> • <i>Can they tell the difference between loud and quiet sounds?</i> • <i>Can they identify two types of sound happening at the same time?</i>
PHSCE	<p>E-safety lesson</p> <p><u>Relationships</u></p> <p>Families Do they know how to make friends?</p> <p>Making friends Can they try to solve friendship problems when they occur?</p> <p>Greetings Can they help others to feel part of a group?</p> <p>People who help us Can they how respect in how they treat others?</p> <p>Being my own best friend Do they know how to help themselves and others when they feel hurt or upset?</p> <p>Celebrating my special relationships Do they know and show what makes a good relationship?</p>
Enrichment	<ul style="list-style-type: none"> • Artists' Day - Wassily Kandinsky • Educational visit – Olympic Gardens - plants