



Intent:	To understand seasonal changes in the UK. To understand different types of weather in each season. To understand the impact of an artist's work.	
Starter:	Identify seasonal photos and name the seasons	
Core Texts:	The Owl who was afraid of the Dark, All Kinds of Beliefs,	
Key Concepts:	Change, Curiosity and Impact.	
Outcome Pieces:	Non chronological report, Artist Study	
Enrichment:	School environment: Walk the school ground to record weather	
Subject Area:	Statements:	Key Vocabulary:
Science		
	National Curriculum:	
Geography (Science element)	<ul style="list-style-type: none"> Can I use objects/photos/pictures of seasonal activities? Can I understand why we have day and night? Can I explore weather in the UK? Can I locate hot and cold places in the world? Can I identify the four seasons? Can I explain why we have four seasons? Can I record daily weather on a class pictogram? Can I explain why the weather changes? 	Autumn, Winter, Spring, Summer, Weather, Seasons, Equator, Hot, Cold, Rain, Snow, Windy, Cloudy, Storm, Thunder, Lightning, Sleet, North Pole, South Pole, Compare, Record, Observe, Temperature, Thermometer
	National Curriculum: <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. observe changes across the 4 seasons. observe and describe weather associated with the seasons and how day length varies. 	
History		
	National Curriculum:	
Design Technology		
	National Curriculum:	
Art	<ul style="list-style-type: none"> Can I explain who Van Gogh is? Can I explore his style of art? (post impressionism) Can I unpick Van Gogh's Starry Night? Can I use oil pastels to draw my version of starry night? 	Paint, Brush, Variety of tools, Texture, Create, Shade, Colour, Different medium, Artist, post-impressionism
	National Curriculum: <i>Pupils should be taught:</i> <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. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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. 	

Music	<ul style="list-style-type: none"> Can I respond to different moods (four seasons) in music? Can I draw a picture to reflect how I feel listening to each season? 	Volume
	National Curriculum: <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	
PSHE		
	National Curriculum:	
Religious Studies		
	National Curriculum:	
Computing	E-Safety – Project Evolve Strand 3 – Online Reputation Strand 4 – Online Bullying See Project Evolve Document.	Paint Program, Tool, Paintbrush, Erase, Fill, Undo Piet Mondrian, Primary Colours, Shape Tools, Line Tool, Fill Tool, Undo Tool, Henri Matisse, Shape Tool, Wassily Kandinsky, Feelings, Colour, Brush Style Georges Seurat, Pointillism, Brush Size, Pictures, Painting, Computers, Like, Prefer, Dislike
	NCEE Unit 2: Digital Painting	
	To describe what different freehand tools do	
	To use the shape tool and the line tools	
	To make careful choices when painting a digital picture	
	To explain why I chose the tools I used	
	To use a computer on my own to paint a picture	
	To compare painting a picture on a computer and on paper	
National Curriculum: <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content. 		

Year 1 Unit Plan: What's so special about Autumn? (7 weeks).



Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
1. Science	Can I use objects/ photos/ pictures of seasonal activities?	Books	Change
2. Science/ Geography	Can I understand why we have day and night?	Books	Change
3. Science/ Geography	Can I explore weather in the UK? Can I locate hot and cold places in the world?	Books	Change
4. Science/ Geography	Can I identify the four seasons? Can I explain why we have four seasons?	Books	Change
5. Science/ Geography	Can I record daily weather on a class pictogram? Can I explain why the weather changes?	Display	Change
6. Music	Can I listen to Vivaldi's four seasons? Can I express whether I like/ Dislike it?	Books	Curiosity
7. Music	Can I respond to different moods (four seasons) in music? Can I draw a picture to reflect how I feel listening to each season?	Books	Curiosity
8. Art	Can I explain who Van Gogh is?	Books	Impact
9. Art	Can I explore his style of art? (post impressionism)	Books	Impact
10. Art	Can I unpick Van Gogh's Starry Night?	Books	Impact
11. Art	Can I use oil pastels to draw my version of starry night?		Impact
12. End of unit	Can I create a postcard with my favourite for a friend?	Books	Curiosity