

<b>Overall Intent:</b>	For pupils To understand different types of plants. To understand the parts of a plant. To understand and explain how plants grow.	
<b>Starter/Launch:</b>	Trip to Attenborough Arboretum.	
<b>Core Texts:</b>	Jack and the Beanstalk, Jaspers Beanstalk, The Amazing Lifecycle of Plants, From Seed to Sunflower, A Little Guide to Wildflowers, Roots, Stems, Leaves and Flowers.	
<b>Key Concepts:</b>	Curiosity, Responsibility, Humanity, Change, Morals, Respect, Empathy.	
<b>Outcome Pieces:</b>	Art – Sunflower Painting. Artist Study – Vincent Van Gogh. Design Technology – Healthy Sandwich. Computing – Pic Collage of Plants.	
<b>Enrichment:</b>	Trip - Visit to Attenborough Arboretum. School Environment - Plant hunt around school.	
<b>Subject Area:</b>	<b>Statements:</b>	<b>Key Vocabulary:</b>
<b>Science</b>	<b>Intent:</b>	For pupils to increase their understanding of plants being able to identify, name and sort them.
	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Can I plant seeds/bulbs and observe growth over time? (see working scientifically document)</li> <li>• Can I identify and name the different parts of a plant?</li> <li>• Can I identify and name a range of wild and garden plants?</li> <li>• Can I identify a variety of plants in the local environment? (outing)</li> <li>• Can I identify and sort familiar plants by common features? (see working scientifically document)</li> </ul> <p><a href="#">Trip-Attenborough Arboretum (Trees):</a></p> <ul style="list-style-type: none"> <li>• Can I understand what deciduous and evergreen trees are?</li> <li>• Can I identify and name a range of deciduous and evergreen trees?</li> <li>• Can I identify a variety of trees in the local environment? (outing)</li> </ul> <p><b>Seasons continued</b> Continue with the work on seasons looking at Spring:</p> <ul style="list-style-type: none"> <li>• Can I explore the weather in the United Kingdom in Spring? (see working scientifically document)</li> <li>• Can I record daily weather on a class chart using weather symbols? (weather type, day length, temperature etc.) (see working scientifically document)</li> </ul>	Plants, Leaf, Stem, Roots, Deciduous, Evergreen, Trunk, Branch, Petal, Trunk, Twig, House plants, Greenhouse plants, Garden plants, Bedding plants
	<b>National Curriculum:</b>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways.</li> <li>• identifying and classifying.</li> <li>• using their observations and ideas to suggest answers to questions.</li> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>
<b>Geography</b>	<b>Intent:</b>	

<b>Rowlatts Passport:</b> Europe - Belgium	<b>National Curriculum:</b>	
<b>History</b>	<b>Intent:</b>	
	<b>National Curriculum:</b>	
<b>Design Technology</b>	<b>Intent:</b>	For children to understand what a healthy diet is and apply this to making a healthy food product.
	<b>Healthy Sandwich</b> (Ingredients from Allotment) <ul style="list-style-type: none"> <li>• Can I understand where food comes from? (animals, plants etc.)</li> <li>• Can I understand what a healthy and varied diet is?</li> <li>• Can I explore the taste of different types of food?</li> <li>• Can I design a healthy sandwich?</li> <li>• Can I understand how to prepare food hygienically and safely?</li> <li>• Can I practice techniques such as spreading, cutting, peeling, and grating?</li> <li>• Can I use techniques such as spreading, cutting, peeling, and grating to make a healthy sandwich?</li> <li>• Can I explain why my sandwich is healthy?</li> </ul>	Healthy, Unhealthy, Hygiene, Safety, Peel, Grate, Spread, Slice, Cut
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• understand where food comes from.</li> </ul>
<b>Art</b>	<b>Intent:</b>	For pupils to understand the life and work of a famous artist before recreating a piece of artwork.
<b>Artist Study:</b> Vincent Van Gogh	<b>Sunflower Painting and Artist Study</b> (Van Gogh) <ul style="list-style-type: none"> <li>• Can I explore who Van Gogh is?</li> <li>• Can I understand the style of art that Van Gogh used?</li> <li>• Can I observe some of the techniques used by Van Gogh?</li> <li>• Can I practise some of the techniques used by Van Gogh?</li> <li>• Can I practise painting the different parts of a Sunflower? (Link to Science – Plants)</li> <li>• Can I paint a Sunflower using techniques of Van Gogh?</li> <li>• Can I evaluate my Sunflower Painting?</li> </ul>	Draw, Paint, Brush, Variety of tools, Texture, Create, Shade, Colour, Different medium
	<b>National Curriculum:</b>	<i>Pupils should be taught:</i> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products.</li> <li>• to use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</li> </ul>
<b>Music</b>	<b>Intent:</b>	For pupils to be able to confidently appraise a piece of music.
	<ul style="list-style-type: none"> <li>• Can I appraise a piece of music? (Lovely Listening)</li> </ul>	Appraise, Choice, Listen, Instruments, Feel
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>
<b>PSHE</b>	<b>Intent:</b>	For pupils to have an understanding of a healthy lifestyle in relation to diet.

	<ul style="list-style-type: none"> <li>Can I understand why bees are important to the environment? (link to science – plants)</li> <li>Can I understand why people and living things have needs and we have responsibilities to care for them?</li> </ul>	Rules, Respect, Right, Wrong, Law, Responsibility						
	<ul style="list-style-type: none"> <li>Can I understand what a healthy lifestyle is? (link to healthy sandwich)</li> <li>Can I understand what healthy eating is?</li> <li>Can I understand where food comes from?</li> </ul>							
	<b>National Curriculum:</b> See PSHE Subject Leader Document.							
<b>Religious Studies</b>	<b>Intent:</b>							
	<b>National Curriculum:</b>							
<b>Computing</b>	<b>Intent:</b> For pupils to increase their understanding of grouping data in different ways.							
	<ul style="list-style-type: none"> <li>Can I create a pic collage which labels parts of a plant?</li> </ul> <p><b>E-Safety – Project Evolve</b> Recap Previous Strands dependent on need. See Project Evolve Document.</p> <p><b>Teach Computing Unit: Grouping Data</b></p> <table border="1"> <tr><td>Can I label objects?</td></tr> <tr><td>Can I identify objects that can be counted?</td></tr> <tr><td>Can I describe objects in different ways?</td></tr> <tr><td>Can I count objects with the same properties?</td></tr> <tr><td>Can I compare groups of objects?</td></tr> <tr><td>Can I answer questions about groups of objects?</td></tr> </table>	Can I label objects?	Can I identify objects that can be counted?	Can I describe objects in different ways?	Can I count objects with the same properties?	Can I compare groups of objects?	Can I answer questions about groups of objects?	App, Create, Background, Tap, Picture, Text, Size, Layout, Arrange, Object, Label, Group, Search, Image, Property, Colour, Size, Shape, Value, Data Set, More, Less, Most, Least, Fewest, The Same
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	<b>National Curriculum:</b>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>						

Year 1 Unit Plan: What grows in our garden? (5 weeks and 4 days)



Sequence of Lessons			
Subject	Learning Challenge	Outcomes/Evidence (where?) Options: Books/Display/Twitter/Non-Recorded	Concepts
Starter/Launch	See above.	Twitter	
1. Science	Can I record daily weather on a class chart using weather symbols? (weather type, day length, temperature etc.) (see working scientifically document)	Display	Curiosity, Change, Impact
2. Science	Can I explore the weather in the United Kingdom in Spring? (see working scientifically document)	Display	
3. Science	Can I plant seeds/bulbs and observe growth over time? (see working scientifically document)	Twitter	
4. Science	Can I identify and name the different parts of a plant?	Books	
5. Science	Can I identify and name a range of wild and garden plants?	Books	
6. Science	Can I identify a variety of plants in the local environment? (outing)	Books	
7. Science	Can I identify and sort familiar plants by common features? (see working scientifically document)	Books	
8. Science	Trip-Attenborough Arboretum (Trees):	Twitter	
9. Science	Can I understand what deciduous and evergreen trees are?	Books	
10. Science	Can I identify and name a range of deciduous and evergreen trees?	Books	
11. Science	Can I identify a variety of trees in the local environment? (outing)	Twitter	
12. PSHE	Can I understand why bees are important to the environment? (link to science – plants)	Floor Book	Responsibility, Choices, Impact, Citizenship, Morals
13. PSHE	Can I understand why people and living things have needs and we have responsibilities to care for them?	Floor Book	
14. Art	Can I explore who Van Gogh is?	Sketch Books	Curiosity
15. Art	Can I understand the style of art that Van Gogh used?	Sketch Books	
16. Art	Can I observe some of the techniques used by Van Gogh?	Sketch Books	
17. Art	Can I practise some of the techniques used by Van Gogh?	Sketch Books	
18. Art	Can I practise painting the different parts of a Sunflower? (Link to Science – Plants)	Sketch Books	
19. Art	Can I paint a Sunflower using techniques of Van Gogh?	Sketch Books	
20. Art	Can I evaluate my Sunflower Painting?	Sketch Books	
21. D&T	Can I understand what a healthy lifestyle is? (link to healthy sandwich)	Books	Curiosity, Choices, Impact,
22. D&T	Can I understand what healthy eating is?	Books	
23. D&T	Can I understand where food comes from? (animals, plants etc.)	Books	
24. D&T	Can I understand what a healthy and varied diet is?	Books	
25. D&T	Can I explore the taste of different types of food?	Twitter	
26. D&T	Can I design a healthy sandwich?	Sketch Book	
27. D&T	Can I understand how to prepare food hygienically and safely?	Twitter	
28. D&T	Can I practice techniques such as spreading, cutting, peeling, and grating?	Non-Recorded	
29. D&T	Can I use techniques such as spreading, cutting, peeling, and grating to make a healthy sandwich?	Sketch Book	
30. D&T	Can I explain why my sandwich is healthy?	Sketch Book	
31. Computing Unit	Can I label objects? Can I identify objects that can be counted? Can I describe objects in different ways?	Books/Floor Books/Twitter.	

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	Can I count objects with the same properties? Can I compare groups of objects? Can I answer questions about groups of objects?		
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