

**Year One Term 5   Plants**

<b>English</b>	<p><b>MAIN TEXTS:</b>  <b>Little Red Riding Hood</b></p> <p><b>The Gingerbread Man</b></p> <p>Poetry -Using the senses, taste a gingerbread man          Poem to recite- Here is the Seed by John Foster</p> <p>Narrative - Traditional/fairy tales</p> <p>Non-fiction - Instructions-Gingerbread man/How to plant...</p>	<p><b>Reading for Enjoyment</b></p> <p>The Gruffalo's Child ( we have)</p> <p>Winnie the Witch (6 in 1)</p> <p>Curious George</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Addition and subtraction</li> <li>• Capacity and volume</li> <li>• Fractions</li> <li>• Position and direction, time</li> </ul>	
<b>Science</b>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>•Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?</li> <li>•Can they identify and name a range of common plants and trees?</li> <li>•Can they recognise deciduous and evergreen trees?</li> <li>•Can they name the trunk, branches and root of a tree?</li> <li>•Can they describe the parts of a plant (roots, stem, leaves, and flowers)?</li> <li>•<i>Can they name the main parts of a flowering plant?</i></li> </ul>	
<b>History</b>	<p><b><u>Kings and Queens</u></b></p> <ul style="list-style-type: none"> <li>•Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</li> <li>•<i>Do they know who will succeed the queen and how the succession works?</i></li> </ul>	
<b>Geography</b>	<p>No geography</p>	
<b>Computing</b>	<p><b><u>Communicating</u></b></p> <p><b>Word processing</b></p> <p>(Clicker 6)</p> <p>Focus: Can they word process ideas using a key board?</p> <p>Can they use space bar, back space, enter, shift and arrow keys?</p> <p><i>NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p>(itass plans)</p>	
<b>Religious Education</b>	<p><b><u>What does it mean to belong to Christianity?</u></b></p> <ul style="list-style-type: none"> <li>• What do we belong to? How do people show they belong?</li> <li>• What does it mean for Christians to belong to the 'Christian family'?</li> <li>• How do some children belong in Christianity? (more than 1 lesson)</li> <li>• What is special about belonging?</li> </ul>	
<b>Physical Education</b>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>•Can they make their body tense, relaxed, curled and stretched?</li> <li>•Can they control their body when travelling?</li> <li>•Can they control their body when balancing?</li> <li>•Can they copy sequences and repeat them?</li> <li>•Can they roll in different ways?</li> <li>•Can they travel in different ways?</li> <li>•Can they balance in different ways?</li> <li>•Can they climb safely?</li> <li>•Can they stretch in different ways?</li> <li>•Can they curl in different ways?</li> </ul> <p><b>Coach- Multi-skills</b></p>	
<b>Art &amp; Design</b>	<p><b><u>Printing</u></b></p> <ul style="list-style-type: none"> <li>•Can they print with sponges, vegetables and fruit?</li> <li>•Can they print onto paper and textile?</li> <li>•Can they design their own printing block?</li> <li>•Can they create a repeating pattern?</li> </ul> <p><b>Painting (Artists' day)</b></p> <ul style="list-style-type: none"> <li>•Can they create moods in their paintings?</li> </ul>	

	<ul style="list-style-type: none"> <li>•Can they choose to use thick and thin brushes as appropriate?</li> <li>•Can they paint a picture of something they can see?</li> <li>•Can they name the primary and secondary colours?</li> </ul> <p><b>Sketch books (Artists' day)</b></p> <ul style="list-style-type: none"> <li>•Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>•Can they set out their ideas, using 'annotation' in their sketch books?</li> <li>•Do they keep notes in their sketch books as to how they have changed their work?</li> </ul>
<b>Design &amp; Technology</b>	<p><b><u>Cooking and nutrition- make a fruit salad</u></b></p> <ul style="list-style-type: none"> <li>•Can they cut food safely?</li> <li>•Can they describe the texture of foods?</li> <li>•Do they wash their hands and make sure that surfaces are clean?</li> <li>•Can they think of interesting ways of decorating or presenting food they have made?</li> </ul>
<b>Music</b>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>•Can they use their voice to speak/sing/chant?</li> <li>•Do they join in with singing?</li> <li>•Can they use instruments to perform?</li> <li>•Do they look at their audience when they are performing?</li> <li>•Can they clap short rhythmic patterns?</li> <li>•Can they copy sounds?</li> <li>•<i>Can they make loud and quiet sounds?</i></li> <li>•<i>Do they know that the chorus keeps being repeated?</i></li> </ul> <p><b>Composing (inc notation)</b></p> <ul style="list-style-type: none"> <li>•Can they make different sounds with their voice?</li> <li>•Can they make different sounds with instruments?</li> <li>•Can they identify changes in sounds?</li> <li>•Can they change the sound?</li> <li>•Can they repeat (short rhythmic and melodic) patterns?</li> <li>•Can they make a sequence of sounds?</li> <li>•Can they show sounds by using pictures?</li> <li>•<i>Can they tell the difference between long and short sounds?</i></li> <li>•<i>Can they tell the difference between high and low sounds?</i></li> <li>•<i>Can they give a reason for choosing an instrument?</i></li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>•Can they respond to different moods in music?</li> <li>•Can they say how a piece of music makes them feel?</li> <li>•Can they say whether they like or dislike a piece of music?</li> <li>•Can they choose sounds to represent different things?</li> <li>•Can they recognise repeated patterns?</li> <li>•Can they follow instructions about when to play or sing?</li> <li>•<i>Can they tell the difference between a fast and slow tempo?</i></li> <li>•<i>Can they tell the difference between loud and quiet sounds?</i></li> <li>•<i>Can they identify two types of sound happening at the same time?</i></li> </ul>
<b>PHSCE</b>	<p><b>e-safety lesson</b></p> <p><b><u>Relationships</u></b></p> <p><b>Families</b> Do they know how to make friends?</p> <p><b>Making friends</b> Can they try to solve friendship problems when they occur?</p> <p><b>Greetings</b> Can they help others to feel part of a group?</p> <p><b>People who help us</b> Can they how respect in how they treat others?</p> <p><b>Being my own best friend</b> Do they know how to help themselves and others when they feel hurt or upset?</p> <p><b>Celebrating my special relationships</b> Do they know and show what makes a good relationship?</p>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Artists' Day- Wassily Kandinsky</li> <li>• Educational visit-Kew Gardens</li> <li>• Local Park- plants</li> </ul>