

Global Gardens



with Percy

Year 1

Autumn Term

Medium Term Plan

Learning targets

Literacy Targets

Spoken Word

Children will:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Word Reading

Children will:

- apply phonic knowledge and skills as the route to decode words
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Children will:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, retelling them and considering their particular characteristics
 - learning to appreciate rhymes and poems, and to recite some by heart

- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Composition

Children will:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Maths Targets

Number and Place Value

Children will:

- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations

Measurement

Children will:

- compare, describe, measure and solve practical problems for:
 - lengths and heights
- sequence events in chronological order using language
- recognise and use language relating to dates, including days of the week, weeks, months and years

Properties of shape

Children will:

- recognise and name common 2-D and 3-D shapes in the school environment

Science Targets

Working Scientifically

Children will be:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Plants

Children will:

- 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.

Animals

Children will:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Seasonal Changes

Children will:

- observe changes across the four seasons

- observe and describe weather associated with the seasons and how day length varies

ICT Targets

Children will:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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.
- use logical reasoning to predict the behaviour of simple programs

Geography Targets

Locational Knowledge

Children will:

- name and locate Europe and Asia and their surrounding oceans

Place Knowledge

Children will:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in India

Human and Physical Geography

Children will:

- 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
- use basic geographical vocabulary to refer to:

- key physical features, including: forest, hill, mountain, sea, ocean, soil, vegetation, season and weather

Geographical skills and fieldwork

Children will:

- 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.
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied
- 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

Art and Design Targets

Children will:

- explore the work of *Andy Goldsworthy* and *Henri Matisse*
- 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

Design and Technology Targets

Design

Children will:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups

Make

Children will:

- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components, including construction materials and ingredients, according to their characteristics

Evaluate

Children will:

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

Children will:

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use sliders

Cooking

Children will:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

RE Targets

Children will:

- Explore stories about the lives and teachings of key religious figures.
Including Jesus, Noah and Saint Francis
- Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies.
Including Christian celebrations - Harvest and Christmas

Music Targets

Children will:

- 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
- experiment with, create, select and combine sounds using the inter-related dimensions of music

PE Targets

Children will:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- perform dances using simple movement patterns

PSHE Targets

Health and Wellbeing

Children will learn:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- ways of keeping physically and emotionally safe

Relationships

Children will learn:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships

- how to respect equality and diversity in relationships

Living in the wider world

Children will learn:

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- about the importance of respecting and protecting the environment

Building Learning Power Targets

Resilience

During this topic the children will be developing resilience. They will do this by:

- being engrossed in what they are doing
- identifying distractions and applying strategies to help overcome them
- persevering when working on challenging activities
- recognising that learning can be a struggle
- building a range of strategies to effectively overcome challenges
- recognising the positive impact of resilience on ourselves and others

British Values

Through the provision of SMSC children will:

- develop their self-knowledge, self-esteem and self-confidence
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely

Entry Point

The children will solve clues and riddles which will lead them around the school grounds on a Pye Green Treasure Hunt. The hunt will lead them to the school garden where they will discover Percy. Percy will provide the children with a message asking for their help in designing and maintaining the school garden. It will also explain that Percy is now working on another project which will be explored later in the term.

Classroom Environment

The classroom will bring a sense of the outdoor environment inside. Displays will be linked to Percy's adventures in a variety of settings. A role play area will provide the children with the opportunity to further explore the roles and responsibilities of a park keeper and how they help to protect local and global environments.

Knowledge Harvest

Children will:

- record ideas about the role and responsibilities of a park keeper (What do they do? Where do they work? Why are they important?)
- create plans for the school garden demonstrating how they think the area should be used and what would be included in the garden
- ask questions about the role of a park keeper (Daily routine, clothing etc) and the plants and animals they are naturally curious about
- discuss the animals and plants they think would be present in the school environment

PGV 50 Experiences

- Visit from a local Park Keeper
- Raise money to sponsor an endangered animal
- Plant fruit and vegetables to be sold to the school community
- Visit from the animal man

Explaining the Theme

In Literacy we will:

- Share a range of stories, poems and riddles based on mini beasts, animals and the environment around us
- Explore *Percy the Park Keeper books by Nick Butterworth*
- Write a diary entry as Percy the Park Keeper following an event in the school garden
- Explore the language and descriptions used in *Monkey Puzzle by Julia Donaldson*
- Write our own versions of *Monkey Puzzle* following our trip to Cannock Chase
- Write riddles and rhymes describing mini beasts based on *Mad About Minibeasts! By Giles Andreae and David Wojtowycz*

In Science we will:

- Create information posters about the human body linking body parts to our senses
- Identify and describe a variety plants and animals from the UK and India
- Label and explain the key parts of a plant and its uses
- Complete experiments to identify what a plant needs to grow well
- Classify common animals including fish, amphibians, reptiles, birds and mammals

In Geography we will:

- Locate and label the British Isles and India on a world map using a simple key
- Create a map showing the physical features of England and India using a simple key
- Discuss hot and cold countries in relation to the Equator and show this on a world map
- Create a tree for display to represent the current season
- Present a weather report

In ICT we will:

- Use web search engines to collect pictures of different types of animals and then explore way in which those pictures can be organised
- We will produce short videos of ourselves making a healthy snack

In Art we will:

- Use natural materials to create outdoor sculptures in the style of Andy Goldsworthy
- Study the work of Henri Matisse and create simple repeating patterns by printing with natural materials
- Create forest and jungle collages inspired by the work of Matisse and compare and contrast the results

In Design and Technology we will:

- Design and create prototypes and mock ups of scarecrow park keepers wearing clothing suitable for working on Cannock Chase and in the Indian Jungle
- Work collaboratively to create a full scale scarecrow to go in the school garden
- Test materials for creating 'bug cities' and decide upon those most suitable to use
- Use a simple sliding mechanism to create moving jungle animal puppets
- Make birdfeed to be used in the school garden
- Explore the variety of ways potatoes can be prepared for consumption

In PE we will:

- Work with a specialist coach to develop gymnastic skills
- Work with a variety of apparatus to develop balance and travelling movements
- Develop throwing and catching skills in games sessions