

Scented Garden



Year Group: 1/2

Cycle B

Half Term Learning Focuses

Science Seasonal change. Identify, name, describe common plants and trees, growth of seeds and bulbs	Design and Technology Explore, design, build and evaluate bug hotels	Art and Design Georgia O'Keefe and observational drawings of flowers	RE How and why do we celebrate special times? Easter/Holi	Writing Genres Fiction – The Flower Non-Fiction – Persuasive Writing (poster/leaflet to advertise bug hotels)
Climate/environment Importance of bees for pollination, impact of climate change and human development on bee populations	MfL French Weather song https://www.youtube.com/watch?v=VQUR94IbaY0 LO: Appreciate songs in another language	PSHE Healthy Lifestyles Caring for the Environment	Computing Programming	Key Texts The Flower

Science

National Curriculum (Knowledge and Skills): Pupils should be taught to:

Year 1	Year 2
<ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies 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 ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment gather and record data to help in answering questions identify and classify use their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment perform simple tests gather and record data to help in answering questions identify and classify use their observations and ideas to suggest answers to questions
Suggested Investigations	
<ul style="list-style-type: none"> Observe and record the growth of plants as they change over time. 	<ul style="list-style-type: none"> Set up comparative tests to show what plants need to stay healthy.

Climate/Environment Focus

Children in Year 2 will also learn:

- The importance of bees for plant pollination and the impact of human activity on bee populations.

Prior Learning

Forever Firs children working at ARE in Year 1 should already be able to:

30-50 Months

- Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

40-60 Months

- Look closely at similarities, differences, patterns and change.

ELG

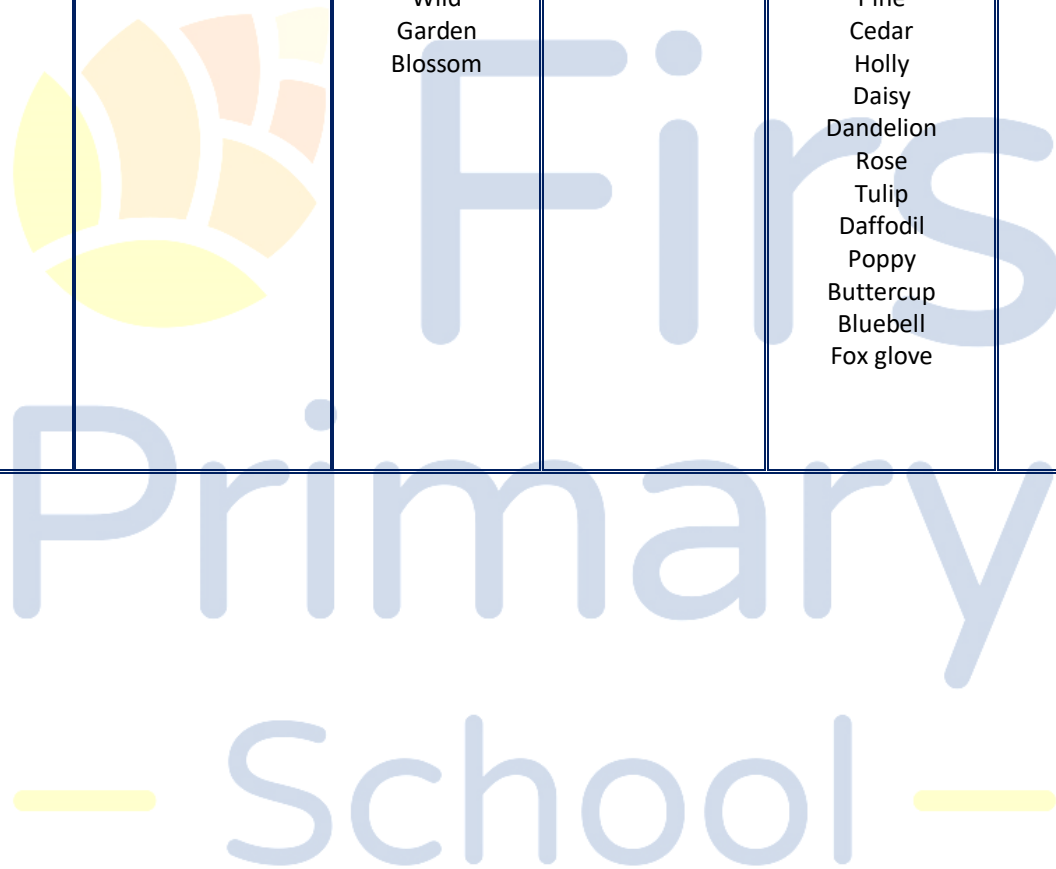
- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Make observations of animals and plants and explain why some things occur, and talk about changes.

Forever Firs children working at ARE in Year 2 should already be able to:


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

They will also have had experience of the Key Stage 1 NC Science Objectives for Working Scientifically, however they will have further opportunity to develop and embed these skills.

Key Vocabulary					
Tier 1		Tier 2		Tier 3	
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Night	Water	Seasons	Light	Autumn	Compost
Day	Grow	Weather	Soil	Spring	Seedling
Hot	Plants	Temperature	Seed	Summer	Sapling
Cold	Plant	Rainfall	Bulb	Winter	Shoot
Warm		Root	Root	Calendar	
Rain		Stem	Stem	Deciduous	
Sun		Trunk	Petal	Evergreen	
Snow		Branch	Pollen	Beech	
Cloudy		Leaf	Observe	Willow	
Windy		Petal	Describe	Birch	
Trees		Pollen	Healthy/ Unhealthy	Oak	
Plants		Seed		Ash	
Flowers		Bulb		Acorn	
		Wild		Pine	
		Garden		Cedar	
		Blossom		Holly	
				Daisy	
				Dandelion	
				Rose	
				Tulip	
				Daffodil	
				Poppy	
				Buttercup	
				Bluebell	
				Fox glove	



Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 The logo for Firs Primary School features a stylized sun or flower icon on the left, composed of several overlapping semi-circular segments in shades of yellow and orange. To the right of the icon, the word "Firs" is written in a large, light blue, sans-serif font. Below "Firs", the word "Primary" is written in a smaller, light blue, sans-serif font. Below "Primary", the word "School" is written in a light blue, sans-serif font, flanked by two short horizontal yellow bars on either side.			

Primary
— School —

Art and Design

National Curriculum: Pupils should be taught to:

- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Children will learn about the modernist work of Georgia O’Keeffe, with a focus on her close up, large scale paintings of flowers.
- They will compare her work to that of other artists who painted flowers in different styles, describing similarities and differences (e.g. *Amaryllis* by Piet Mondrian (1910) and *Still Life with Irises* by Vincent Van Gogh (1890))
- Children will develop their skills in painting, learning how to mix colour and paint accurately within the lines of their drawing.
- They will make observational sketches of flowers from close up (large scale)
- They will create a final painting of a flower, displaying the skills and knowledge they have learned, and compare their final picture with the work of Georgia O’Keeffe.

Age Related Subject Skills (Progression Guidance):

Note: Skills covered will depend on the medium chosen by pupils/teachers within the unit.

- Work from observation and known objects
- Begin to control lines to create simple drawings from observations
- Hold a large paint brush correctly
- Make marks using paint with a variety of tools
- Consider consistency when applying paint
- Colour within the line
- Draw on smaller and larger scales
- Begin to add detail to line drawings
- Recognise and name primary and secondary colours
- Mix primary colours to make secondary colours
- Share colour charts to compare variations of the same colour
- Create and experiment with shades of colour and name some of these
- Recognise warm and cold colours
- Create washes to form backgrounds
- Explore the relationship between mood and colour
- Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour)

Prior Learning

Forever Firs children in Year 1 working at ARE should already be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Forever Firs children in Year 2 working at ARE should already be able to:

- *Hold a large paint brush correctly*
- *Make marks using paint with a variety of tools*
- *Colour within the line*
- *Recognise and name primary and secondary colours*
- *Work from observation and known objects*
- *Use imagination to form simple images from given starting points or a description*

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Draw Like/Dislike	Pencil Paint Paintbrush Same/Different	Artist Mood	Differences Observation Popular	Modernism Large-scale Close-up Warm/cold colour Wash Shade Background	Collage Painting Primary colours Secondary colours Layering

Art and Design Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



Design and Technology

National Curriculum: Pupils should be taught to:

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Key Line of Enquiry:

Children will explore a range of commercially available bug hotels and use these to establish design criteria for their own bug hotel. They will collect a range of natural and recycled materials and use these to make their own, evaluating their final product against the design criteria.

Age Related Subject Skills (Progression Guidance):

- State the purpose of the design and the intended user
- Explore materials, make templates and mock ups
e.g. moving picture / lighthouse
- Generate own ideas for design by drawing on own experiences or from reading
- Select from a range of tools and equipment explaining their choices
- Select from a range of materials and components according to their characteristics
- Follow procedures for safety
- Use and make own templates
- Measure, mark out, cut out and shape materials and components
- Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips, tape and permanent – glue, staples
- Use finishing techniques, including those from art and design
- Talk about their design ideas and what they are making
- Make simple judgements about their products and ideas against design criteria
- Suggest how their products could be improved, evaluating products and components used
- Investigate - what products are, who they are for, how they are made and what materials are used
- Understand how freestanding structures can be made stronger, stiffer and more stable

Prior Learning

Forever Firs children in Year 1 working at ARE should already be able to:

(PD 40-60 Months)

- Use simple tools to effect changes in materials
- Handle tools, objects, construction and malleable materials with safety and increasing control
- Show understanding of how to transport and store equipment safely

(PD ELG)

- Handle tools and equipment effectively

(EAAD 40-60 Months)

- Understand that different materials can be combined to create new effects
- Manipulate materials to achieve a planned effect
- Construct with a purpose in mind, using a variety of resources
- Use simple tools and techniques competently and appropriately
- Select appropriate resources and adapts work where necessary
- Select tools and techniques needed to shape, assemble and join materials they are joining

(EAAD ELG)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Forever Firs children in Year 2 working at ARE should already be able to:

- *Apply some of the skills set out in the progression guidance for Key Stage 1 (above).*
They will have further opportunity to develop and embed these skills during this unit of work.

Key Vocabulary

Tier 1

Tier 2

Tier 3

Paper clips Glue Staples Sellotape Masking Tape	Stronger	Purpose User Materials Assemble Join Construct Characteristics	Temporary Permanent Stiffer Stable Improve/ Improvement/ improved	Design criteria Design Evaluate	
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Design and Technology Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



Computing

National Curriculum:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions § create and debug simple programs § use logical reasoning to predict the behaviour of simple programs

Computing Strand: Programming

Topic Links: To use an on screen turtle to move and draw shapes

Age Related Subject Skills (Progression Guidance - DDAT):

- *Pupils learn to program a basic floor turtle such as a BeeBot to navigate increasingly complex routes and are able to debug their instructions when the turtle does not reach the intended destination*
- *Pupils learn to program an onscreen app such as BeeBot or Kodable to complete a set task and are able to debug their instructions when the turtle does not reach the intended destination*
- *Pupils use a more complex turtle with standard units to navigate increasingly complex routes, and are able to debug their instructions when the turtle does not reach the intended destination*

Key Stage 1

- | | |
|--|--|
| <ul style="list-style-type: none"> • Explore an on screen turtle (or Bee BOT) navigate it around a course or grid • While navigating around a course on a computer predict what will happen once the next command is entered. | <ul style="list-style-type: none"> • Know that devices and actions on screen may be controlled by sequences of actions and instructions • Create a sequence of instructions to create a right-angled shape on screen |
|--|--|

Other Key Areas of Learning:

- Key online resource (online Beebot programme): <https://scratch.mit.edu/projects/19685257/>
- To apply knowledge from their Year 1 maths learning in their programming (describe position, directions and movements, including half, quarter and three-quarter turns)
- To create the shortest (most efficient) script possible to reach the end target
- To identify ‘bugs’ in their program, and explain why their script has not worked

Prior Learning

Forever Firs children working at ARE should already be able to:

(40-60 Months)

- Complete a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

(Early Learning Goal)

- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Forwards	Backwards	Left	Right	Instructions	Reasoning
		Turn	Directions	Predict	Sprite
		Position	Half	Quarter	Beebot
			Clockwise	Anti-clockwise	App
					Debug
					Script

Computing Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

