

**Year 1 SCIENCE Topic 7: Green Fingers**

**Assessment Questions**

What does deciduous mean?  
Where do carrots come from?

How can I tell if a plant or tree is evergreen?  
Names these plants

What is this part of a flowering plant?  
What plants would I find in the park?

**Values: Truthfulness and Trust**

KNOW	DO	UNDERSTAND
<p><b>NC Content:</b> S: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. S: Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Vocabulary:</b> <i>Wild, common, garden, deciduous, evergreen, stem, flower, roots, petals, fruit, seed, bulb, trunk, branches, leaf, bark.</i></p> <p>Children know the different names for a variety of wild and house flowers and trees.</p> <p>Children can identify these plants and trees.</p> <p>Children know the definition of deciduous (leaves renew every year) and evergreen (leaves remain all year round) and they know how to identify them.</p> <p>Children know the basic structure of a flowering plant. (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p>	<p><b>NC Content:</b> WS: Using their observations and ideas to suggest answers to questions. WS: Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data WS: Gathering and recording data to help in answering questions WS: Performing simple tests Identifying and classifying</p> <p>Children observe the local park, looking at a variety of plants and trees. They will ask questions.</p> <p>Children will use magnifying glasses and a specimen bag to collect any interesting items (flowers that have fallen off, leaves etc). Children will then examine these items and classify them (deciduous, stem, flower etc).</p> <p>Children will observe a plant growing and they will create a hypothesis of how quickly it will grow. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p> <p><b>Health for Life: Growing</b></p> <ul style="list-style-type: none"> <li>• Grow <b>sunflowers</b> to explore parts of the plant - <i>take 10 weeks to grow. Plant after Easter holidays.</i></li> <li>• Grow <b>carrots</b> and <b>potatoes</b> to explore root vegetables and growing under the ground (use in cooking – mash and vegetables) <i>Plant in March</i></li> <li>• Grow <b>peas</b> to explore pod formation (and use in cooking) <i>Plant early April</i></li> <li>• Grow <b>parsley</b> to use in cooking. <i>Plant in March</i></li> </ul>	<p><i>PRIOR LEARNING: Children will have looked at different plants in EYFS. They will be able to talk about the features of their immediate environment and how this might change in another environment. They can make observations about animals and plants and can explain why there are some changes.</i></p> <p>Children have a real understanding of their local area. They have looked at different animals and now, they will look at different plants.</p> <p>They will understand where food comes from and have some understanding of different plants we can eat.</p>

**Year 1 ART Topic 7: Green Fingers**

**Assessment Questions:**

What is mark making?  
 What is observational drawing? What do you have to do?  
 How did you design your tile? What inspired you?

Truthfulness and trust

KNOW	DO	UNDERSTAND
<p>Know what mark making is.</p> <p>Know that different tools make different marks.</p> <p>Know how to draw specific shapes that I see.</p> <p>Know how to create an observational drawing using shape, space and line.</p> <p>Know how to design a clay tile.</p> <p>Know how to roll clay, how to use my fingers/different tools to make marks.</p> <p>Know that adding water helps me blend my clay.</p> <p>Key vocabulary:                      Mark making                      Tools                      Observation                      Observational drawing                      Shape                      Space                      Line                      Clay tile</p>	<p>Show children how it is possible to make lots of different marks with pencils on paper (again, use “Mark Making” ppt which children have seen earlier in the year). Children explore making lots of different marks.</p> <p>Having learnt about lots of different plants and flowers, children will have the opportunity to develop their observational drawing skills – this works particularly well with wild flowers. Model drawing an enlarged plant part with lots of detail. Children look at different plant parts using magnifying glasses &amp; then carefully draw &amp; label what they can see.</p> <p>Clay tile designs – printing.</p> <p><b>NC Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> </ul> <p><b>NC Content:</b></p> <ul style="list-style-type: none"> <li>- to use drawing to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using pattern, texture, line, shape, form and space</li> </ul>	<p>This unit is all about plants: how they grow; what they need; what they look like; different varieties of plants, flowers and trees. This is a great opportunity for children to explore mark making and develop their observational drawing skills of plants and flowers.</p> <p>Children have done lots of exploratory art in EYFS, and throughout Year 1, but have not been taught specific observational drawings skills, so this will be an opportunity for new learning.</p> <p>Children may have used clay before in sessions such as making divas for Diwali or for Black History Day, but not for specifically planned content from the art curriculum, so this will be a new teaching point.</p>

Year 1 MUSIC Topic 7: Green Fingers		
KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> <li>• graphic symbols can be used to show changes in pitch</li> <li>• there is a difference between tuned and untuned instruments - and tuned instruments are the ones which change pitch</li> <li>• composers use different contrasting instruments at different pitches to create effects</li> </ul> <p><b>Vocabulary:</b></p> <p>pitch melody tuned percussion untuned percussion</p>	<p>Cross curricular links: Dance link <a href="#">'Peter and the Wolf' Prokofiev</a></p> <p>The children will watch a narrated animation which explains how the instruments are used to portray each character.</p> <p><b>Seasons x3</b></p> <p>Children will play warm up games to explore pitch, listening for changes and using body movements to show changes. They will learn the song <i>'listen at the window'</i> and look at the different seasons, drawing pitch shapes to represent each one. They will learn the song <i>'down with the seeds'</i> and be able to internalise the song while using actions to show pitch. They will use the song <i>'dig, dig, dig'</i> to look at how you can have different steps in pitch.</p> <p>They will play games like <i>'cu-ckoo'</i> to sharpen their listening skills and identify changes in pitch. They will use this to explore how tuned percussion (chime bars) can be used to make the cuckoo call. Listen to the <i>The Cuckoo (extract)</i> from <i>The carnival of the animals</i> by Saint-Saëns.</p> <p>They will be encouraged to listen in detail by identifying different instruments, explaining what the effect of different instruments is as well as counting how many cuckoo calls there are and if they change.</p>	<p><i>This follows on from the previous pitch lesson in the 'Wild Safari' topic'. This unit encourages children to listen in more detail to changes in pitch and to understand that a change in pitch can also be contrasted with a change in dynamics.</i></p> <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils explore pitch and tempo</li> <li>• Pupils learn to sing</li> <li>• Pupils listen to, review, and evaluate music from a range of genres</li> <li>• Pupils create music with others</li> </ul>