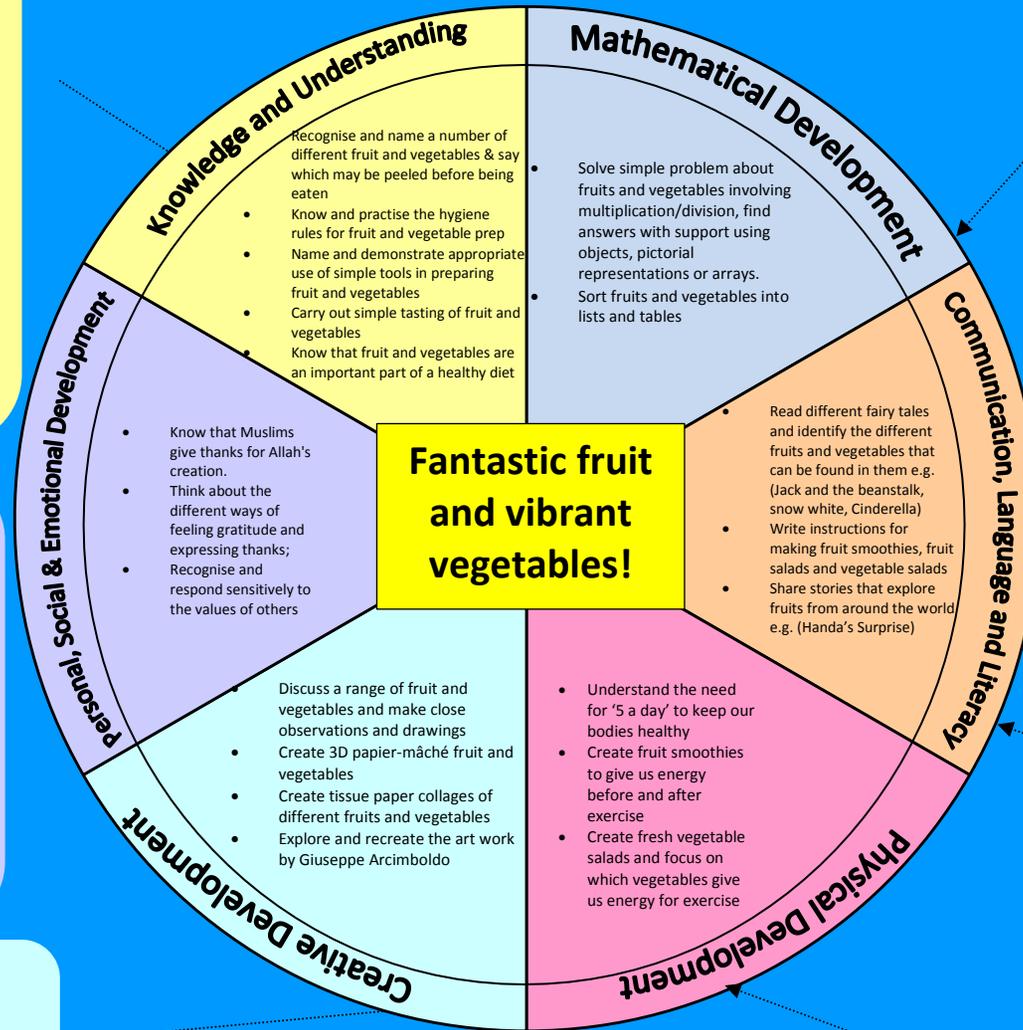


# Fantastic fruit and vibrant vegetables!

## Year 1 – Term 5



### Science

- Identify and closely observe plants outside the school building
- Make a collective map of the edible garden, labelling the plants and predicting what they will turn into when they are fully grown
- Understand what a garden is and how varied they are
- Design and set up a garden centre in the classroom
- Plant a bean seed in a bag and consider what seeds need to be able to grow
- Predict the outcomes of the bean seeds and set up a diary to observe the growth over time
- Examine plants for signs of them having been eaten and consider what is eating them
- Understand what pollen is and the role it plays in helping to make new plants
- Carefully examine flowers with a magnifying glass and become familiar with the inside of a flower
- Understand the basic structure of a flowering plant and the basic function of the main parts

### Religious Education

- Know that Allah is the Islamic name for God;
- Recall that Muslims believe that Allah created all things and that humans have a responsibility to care for Allah's creation.
- Know that Muslims respect and appreciate that Allah created;
- Know that Muslims believe that the birth of a child is a blessing;
- Know that special names with meanings are often chosen for Muslim babies.
- Know that Muslims learn about Allah from the Qur'an;
- Know that Muslims believe the Qur'an is their 'guide'
- Know some teaching from the Qur'an that explains about Allah the Creator.

### Music

- To sing in tune.
- Perform and accompany simple rhythmic patterns.
- Read and perform simple rhythms
- Increase understanding of pitch.

### Computing

- Using Purple Mash / J2Code (coding)
- Using Busy Things (LGFL)
- Using 2Type and Microsoft word
- Keeping personal information safe (e-safety)

### Maths

- Add numbers by counting on.
- Subtract numbers by counting back.
- Recognise the + and - and = signs and use these to read and write simple additions and subtractions.
- Solve missing number problems and addition/subtraction problems in number stories.
- Compare objects according to capacity, using appropriate mathematical language.
- Count uniform non-standard, then simple standard units to measure capacity.
- Name and describe common 3-D shapes; recognise the difference between 2-D and 3-D shapes.
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Know number bonds to 10, e.g. 5 + 5, 6 + 4, etc. Also know what is left if objects are taken from 10, e.g. 10 fingers, fold down 4, leaves 6 standing.
- Recognise and know the value of different denominations of coins and notes.
- Begin to know pairs which make 5, 6, 7, 8, 9 and 20.

### Literacy

- Respond to a poem through painting
- Investigate different spellings of /ee/ phoneme
- Read and learn a poem by heart.
- Perform verse from poem with musical accompaniment.
- Write questions and punctuate using a question mark.
- Investigate syllables in a poem.
- Read and understand structure of a haiku.
- Choose a subject for own haiku and collect adjectives.
- Learn to use a capital letter at the start of a line of poetry.
- Refine haikus, using more powerful vocabulary.
- Listen to, follow and enjoy an oral story.
- Understand what a traditional tale is and identify characters.
- Learn to recite traditional opening/ ending by heart.
- Use drama to investigate characters and events.
- Listen to, read and discuss a different version of Cinderella.
- Sequence pictures/ text to re-tell a story.
- Listen to, and then prepare an oral telling of Cinderella.
- Make a shared story map to aid re-telling.
- Develop story telling language and technique.
- Write a list of adjectives to describe a character.
- Compose sentences orally before writing them.
- Listen to and discuss a different version of Snow White.
- Write about favourite illustrations from a book.
- Use *and* or *but* to form compound sentences.
- Plan a version of Snow-White set in a different setting.
- Plan a story based on a traditional tale.
- Start to write their own story based on a familiar traditional tale.
- Re-read their own writing to check it makes sense.

### Physical Education

- Tennis coaching – bat and ball skills
- Understand the need for warm up and cool down.
- Work increasing cooperatively with others.
- Recognise that different tasks make our bodies work in different ways.