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| Macintosh HD:Users:ianread:Documents:WCM 2016-17:Miscallaneous:WCM booklets:WCM Logos 2017 PNGs:WCM logo final:watercliffe_line_White.pngYear One Medium Term PlanningSummer 2019Big Question: How do I grow? What do I grow into? |
| Focus Subject:Art | **Art of plants, flowers and animals**Children to use art skills to reproduce images of the above. Clay and paint are the main mediums to be used and Van Gogh is the artist to be studied, looking at his famous collection of images (12 of them) Sunflowers. |
| * Collect a range of work from lessons and artists studied, in a sketchbook.
* Experiment with tools such as pencils, felt-tips, crayons and pastels to make marks and explore affect.
* Explore working in three dimensions by using different materials, for example: natural, man-made and recycled items.
* Learn about artists, craft-makers or designers and note the similarities of their work.
* Reflects on their learning using warm feedback.
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| Science/ STEM | Look at how to plant a seed and then labelling the parts of a plant. Session with the parents for children to plant a seed to take home and look after. Children taught to water etc plants and create a seed diary. When looking at animals, children are to label the parts of an animal and use this to classify them. They are then to produce fact files about the animals. Classroom to be designed like a garden with a bench, gardening equipment, gazebos, flowers and plants etc. The roleplay area is set up to look like a vets.All naming supplemented by a range of stories eg. The Enormous Turnip, Oliver’s Vegetables |
| * Identify, name and describe a range of plants, trees, common animals and birds.
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| Religious Education | Symbols - In what ways are churches / mosques / synagogues important to believers?Pupils learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church, mosque or synagogue using digital photographs. They find out about the meanings of symbols for God in the church, mosque or synagogue and suggest meanings for symbols (A1); |
| * Recall and name different beliefs and practices.
* Ask and respond to questions about what communities do, and why.
* Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response.
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| Visits/ Visitors | Visit – Walk around the school grounds to find and identify plants and flowers* Butterfly House
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| Fabulous Finish | Give seeds to grow at home.Planting morning – give a seed and read own instructions to help plant.  |

**Other foundation subjects to plan in:**

PE (follow the overview from SD)

Computing

Music

Design and Technology (may feature more heavily in the art term)

Please remember that the above guidance is a summary of the organisation of objectives, plus the year group conversation. You may need to refer to the wider National Curriculum objectives or exemplar RE units or objectives.