



Year 1 Topic: I Spy Springtime

Term: Spring 2

Topic Length: 6 weeks

INTENT	Vision	Together we all discover, learn, grow and succeed					
	Values	W	A	R	M	T	H
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>					
	Learning Behaviours		Disciplinary Knowledge		Substantive Knowledge		
	Attitudes and attributes for learning and life		Know How-Subject specific thinking and problem solving.		Know What-Deep learning of the key knowledge.		

IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	To develop an awareness and appreciation for the world we live in inspired by nature, plants and how fortunate we are.										
		Hook: The children will bring their favourite toy to school to talk about and share with peers.					Celebration: To create a painting of flowers in a field (inspired by Yvonne Coomber’s work) which demonstrates a range of painting skills.					
	Main Subjects	Science			Art				History			
	Key Performance Indicators	<ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. Grow seeds and work scientifically by observing closely, performing simple tests and using observations to suggest answers to questions. 			<ul style="list-style-type: none"> 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. Learn about the work of Yvonne Coomber and make links to their own work. 				<ul style="list-style-type: none"> Learn about changes within living memory (new and old toys). Where appropriate, these should be used to reveal aspects of change in national life. 			
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency				



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
PE	Gymnastics - To learn to 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.
Music	Pluck Open Strings – GCEA. Learn Chord C (3 rd fret, red sticker) and Chord A minor (2 nd fret, purple sticker). Learn to shuffle strum- Down up down with simple songs.
RE	Easter Story – symbols relating to new life – INCARNATION.
Computing	Create a picture on digital programme ‘paint’ of a springtime scene. <ul style="list-style-type: none"> • Choose appropriate tools in a program to create art and making comparisons with working non-digitally. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content



Key Objective Progression

Prior Knowledge	Year 1 - Key Objective	Future Learning
<p><u>ELG: Understanding people and communities</u> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities, and traditions.</p>	<p><u>Year 1: History</u> Learn about changes within living memory (new and old toys). Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p><u>Year 2: History</u> Learn about changes within living memory (transport). Where appropriate, these should be used to reveal aspects of change in national life.</p>
<p><u>ELG: Exploring and using media and materials</u> Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p>	<p><u>Year 1: Art</u> Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</p>	<p><u>KS2: Art</u> To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>
<p><u>ELG: Exploring and using media and materials</u> Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p>	<p><u>Year 1: Art</u> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</p>	<p><u>KS2: Art</u> Create sketch books to record their observations and use them to review and revisit ideas.</p>
<p><u>ELG: Exploring and using media and materials</u> Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p>	<p><u>Year 1: Art</u> Learn about the work of Yvonne Coomber and make links to their own work.</p>	<p><u>KS2: Art</u> Learn about great artists, architects, and designers in history.</p>
<p><u>ELG: Understanding the world</u> Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p><u>Year 1: Science</u> Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><u>Year 2: Science</u> Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy.</p>
<p><u>ELG: Understanding the world</u> Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p><u>Year 1: Science</u> Grow seeds and work scientifically by observing closely, performing simple tests, and using observations to suggest answers to questions.</p>	<p><u>Year 2: Science</u> Observe and describe how seeds and bulbs grow into mature plants.</p>