

Mundeford Community Infants School



YEAR 1 – PROJECT OVERVIEW

In an English Country Garden

(Summer 1 - 5 Weeks)



Rationale:

There is a famous song – “In An English Country Garden”. In the song are some questions that we are going to use to help us find out more about the world around us over the next few weeks. How many gentle flowers grow in an English country garden? How many insects find their home in an English country garden? How many song-birds make their nest in an English country garden?

Hook:

Listen to the song – “In An English Country Garden” as part of sharing the Rationale. Children to go on a ‘Spring Walk’ around the school grounds taking photos in groups of the different plants and animals they see. These will be used throughout the topic.

Outcome:

Children to ‘publish’ their own book non-fiction books to be displayed in the Library for the children and families in school to share before and after school.

Learning to Learn Characteristics:

Resilience – Tommy Tortoise (I stick at it, I stay positive, I stay focused, I practise)

Focus Subject – Science:

Working Scientifically:

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Plants:

Pupils should be taught to:

- 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.

Animals (including Humans):

Pupils should be taught to:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Seasonal Changes:

Pupils should be taught to:

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

Children use key scientific skills to find out about and identify plants and animals. They will explore the changes across the seasons to plants and will focus upon signs of Spring within their local environment.

Focus Subject – Geography:

Location Knowledge:

Pupils should be taught to:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and Physical Geography:

Pupils should be taught to:

- Identify seasonal and daily weather patterns in the United Kingdom
- Use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Geographical Skills and Fieldwork:

Pupils should be taught to:

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Children will explore their Science Curriculum making key links to the Geography of the area we live in.

Focus Subject – Art:

Pupils should be taught:

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Children will further explore the different media that can be used in drawing e.g. pencils, charcoal, oil pastels, felt tips. Children will develop their drawing skills and the use of colour, line and shape within this. Children will use their preferred techniques to produce the illustrations for their 'published' book.