



Holy Trinity Church of England Academy
Termly Plan: The Scented Garden
Year Group: 1

Focus + Area of Curriculum e.g. Engage, Develop, Express, Innovate	Objectives	Activity and lesson outline	Differentiation	Resources/ Key Questions	Next Steps/ Necessary Skills
<p>Week 1 Engage. Memorable experience.</p>	<p>(Science) To ask simple questions and recognise that they can be answered in different ways.</p>	<p>Our topic this term is: The Scented Garden.</p> <p>In our topic and through our science learning we will learn about the lovely things we can get in a garden: trees, plants, wildlife, and food.</p> <p>We will begin our learning today by planting some sunflower seeds. Go through what a plant needs to grow and be healthy.</p> <p>Model planting seed, using finger to make hole in soil. Discuss a good place for our seed to grow. We will measure our plant every week to see how it grows.</p> <p>Take photos for jotters.</p>	<p>HA: What do we need to do to help our plant grow and be healthy?</p> <p>MA: Where might be the best place to put our plant to help it grow?</p> <p>LA: How much water should we give our plant?</p>	<p><u>Resources</u> Sunflower seeds, soil/compost, paper/plastic cups.</p> <p>Measuring chart.</p> <p><u>Key Questions</u> What does a plant need to grow and be healthy? What would happen if we didn't give our plants any sunlight?</p>	
<p>Week 2 Develop. Other subjects: Geography.</p>	<p>(Geography) To use simple observational skills to study the geography of the school and its grounds.</p>	<p>Nature close by.</p> <p>Gardens are great places to grow food and plants. Plants attract wildlife like insects, and insects attract birds.</p> <p>Today we are going to look closely at our school grounds. We want to find out if we have areas of nature to attract birds and insects. Complete walk around grounds. Take photos for jotters.</p>	<p>HA: Write title and list of areas of nature in our school grounds.</p> <p>MA: Independently write list of nature areas in our school grounds.</p>	<p><u>Resources</u> Camera</p> <p><u>Key questions</u> What can you see? Is this a good place for wildlife? Why? What could a bird eat?</p>	



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		Once back in class, discuss areas of nature that we observed in our school grounds. Gather list on board. Explain independent task.			
Week 3 Develop. Other subjects: Geography.	(Geography): To suggest ideas for improving the school environment.	Recap last lesson. After observing our school grounds, what areas of nature did we find? How do birds and insects use these areas? Today we are going to think about how we can improve our school environment to make it an even better place for wildlife. Discuss where birds get their food and water from (insects, seeds, nuts, berries, rain water). Are there enough of all these things in EYFS and the trees around the playground? Can we make anything to help? (Bird feeders). Model making peanut butter, toilet roll tube bird feeders.	Chn work in mixed ability pairs to create a bird feeder.	<u>Resources</u> Toilet roll tubes (18), peanut butter, bird seed on plate/tray, string, butter knife. <u>Key questions</u> Which areas of nature did we see on our school grounds? Why is it important to have areas of nature?	
Week 4 Develop. Other subjects: Design & technology.	(Design & Technology) To say where some food comes from and give examples of food that is grown.	Today we are going to think about where our food comes from. Share Twinkl PPT. We are going to focus on food that is grown. Some food is grown (plants) and some food is not (animals). *Check if we can get a tour of the garden from Craig to see what we have grown/are growing. Take photos for jotters and make notes on children's observations of what is grown. Once back in class, collect mindmap of foods that are grown.	HA: Which foods are we growing in the garden? What other foods could we grow in the garden? Which foods do farmers grow in their fields? MA: Which foods are we growing in the garden? What other foods could we grow in the garden? LA: Which foods are we growing in the garden?	<u>Resources</u> Twinkl PPT. <u>Key questions</u> Which foods are growing? What types of foods are they? Fruit/vegetables?	



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<p>Week 5 Develop. Other subjects: Design & technology.</p>	<p>(Design & Technology) To talk about what he/she eats at home and begin to discuss what healthy foods are.</p> <p>(Design & Technology) To use simple tools with help to prepare food safely.</p>	<p><u>Whole-class discussion:</u> What do you have for breakfast at home? Which foods are healthy for breakfast? What do you have for tea at home? Which foods are healthy for tea?</p> <p>Re-cap last lesson – which foods do we know that are grown? Fruit comes from plants and is very good for us. Lots of people grow fruit in their gardens, but some fruit is better grown in warmer countries. We should try to 'eat the rainbow' – eat lots of different coloured fruits and vegetables.</p> <p>Today we are going to use knives carefully to make fruit kebabs. Model using knife to cut some fruit and carefully putting onto kebab stick.</p>	<p>ALL: help to use knives safely.</p> <p>LA: More support to put fruit onto kebab stick.</p>	<p><u>Resources</u> Tinned fruit and kebab sticks.</p> <p>Fruit to cut: Bananas Apples Kiwi</p> <p><u>Key questions</u> How must we use the knife and sticks? What might happen if we are not sensible?</p>	
<p>Week 6 Develop. Other subjects: Art & Design.</p>	<p>(Art & Design) To make marks in print using found objects and basic tools and use these to create repeating patterns.</p>	<p>Today we are going to go for a walk around the school grounds – including Jimmy's Garden and EYFS – to collect interesting objects for making patterns. Share pictures of repeated patterns using natural objects.</p> <p>On walk, gather natural objects and bring them to KS1 playground to create repeating patterns.</p> <p>Take photos for jotters.</p>	<p>HA: Explore more complicated repeating patterns using up to 4 objects.</p> <p>MA: Explore repeating patterns using up to 3 objects.</p> <p>LA: Begin with 2 objects, then progress to 3.</p>	<p><u>Resources</u> Baskets/containers to collect natural objects.</p> <p><u>Key questions</u> Can you see any natural objects that we can use to make patterns? What is a repeating pattern? Can you explain your pattern to me?</p>	



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<p>Week 7 Develop. Other subjects: Art & Design.</p>	<p>(Art & Design) To make marks in print using found objects and basic tools and use these to create repeating patterns.</p>	<p>Re-cap last lesson. Today we are going to make repeating patterns but this time we are going to use paint to print the shapes onto paper/card.</p> <p>Share some of the natural objects from last lesson. Which of these could we paint for printing?</p> <p>Model printing onto paper/card to make repeating pattern.</p> <p>Take photos for jotters.</p>	<p>HA: Explore more complicated repeating patterns using up to 4 objects.</p> <p>MA: Explore repeating patterns using up to 3 objects.</p> <p>LA: Begin with 2 objects, then progress to 3.</p>	<p><u>Resources</u> Natural objects (stones, leaves, berries), paint, paint brushes, card.</p> <p><u>Key questions</u> Which print comes next in the pattern? Can you explain your pattern to me?</p>	
<p>HALF TERM</p> <p>Start collecting resources for fairy gardens – week 12 and 13.</p>					
<p>Week 8 Express. Other subjects: Art & Design.</p>	<p>(Art & Design) To know the names of tools, techniques, and elements that he/she uses.</p>	<p>Fabulous flowers.</p> <p>Share photos of the variety of flowers that we can grow in this country.</p> <p>Today we are going to use different tools to create a beautiful watercolour flower picture:</p> <p>https://www.projectswithkids.com/watercolor-flower-painting/</p> <p>Model using pencil first, followed by black pastel/crayon to draw outline. Followed by different watercolours to paint each section of the flower.</p> <p>Take photos for jotters.</p>	<p>HA and MA: Draw own flower design using pencil first.</p> <p>LA: Adult demonstrate part of flower outline for chn to continue with support.</p>	<p><u>Resources</u> A3 cartridge/thick white paper, pencils, black crayons and oil pastels, watercolour paints.</p> <p><u>Key questions</u> Which art tools and techniques are we using? Why are we using pencil first, followed by pastel?</p>	



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<p>Week 9 Express. Other subjects: Art & Design.</p>	<p>(Art & Design) To sort, cut and shape fabrics and experiment with ways of joining them.</p>	<p>Pollinators.</p> <p>Today we are going to learn a little bit about pollinators. These are insects that fly from flower to flower, spreading pollen. This is how our plants produce fruit and vegetables. Share video of bees and butterflies pollinating.</p> <p>Now we will create our very own beautiful butterfly from fabric. Let chn feel the fabric and share name: felt.</p> <p>https://www.pinterest.co.uk/pin/150659550006658102/</p> <p>Model drawing wings (2 layers) using template, body and antennae shape and cutting out. Discuss ways of joining them (glue, stitch). Model cutting out body shape and antennae. Attach google eyes.</p> <p>Take photos for jotters.</p>	<p>HA: Use templates to draw wings (2 layers), body and antennae onto felt, cut out, attach together with support to use glue gun.</p> <p>MA: Supported to use templates as above.</p> <p>LA: Adult draw around templates and start cutting for chn to finish cutting out.</p>	<p><u>Resources</u> Templates for HA, different coloured felt, fine black felt tip/marker, glue gun, googly eyes.</p>	
<p>Week 10</p>	<p>(Art & Design) To use artwork to record ideas, observations and experiences.</p>	<p>Trip to Alnwick garden (?)</p> <p>TBC.</p>			
<p>Week 11 Express. Curriculum enrichment: plant pundits (D&T).</p>	<p>(Design & Technology) To create simple designs for a product.</p> <p>(Design & Technology) To use pictures and words to</p>	<p>Today we are going to look at something called a fairy garden. Fairy gardens are miniature gardens – which means everything in them is very small. Share pictures.</p> <p>Now we are going to design our own fairy garden. Our garden must include a structure of some kind: like a fence, house, shelter. Which materials can we use?</p>	<p>HA and MA: Work independently to draw and label design. Complete list of resources.</p> <p>LA: Adult model drawing some parts of design and discuss where things should go</p>	<p><u>Resources</u> Design sheet, coloured pencils.</p> <p><u>Key questions</u> Which resources will you need? How can you label your design?</p>	



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	describe what he/she wants to do.	<p>For our design we need to draw a plan of our garden and we need to label each part e.g. blue paper for water, leaf for tree. Model drawing and labelling.</p> <p>We also need to write a list of the resources we need (on next page of jotter). Model.</p> <p>Next week we will make our fairy gardens.</p> <p><u>Note</u> As well as plants and trees, encourage children to think about other features they would like in their garden such as ponds, fences, fountains and areas for relaxation.</p>	and what they will be made from. List of resources.		
Week 12	(Design & Technology) Build structures, exploring how they can be made stronger, stiffer and more stable.	<p>Re-cap last lesson. We have our fairy garden designs so now we can make our fairy gardens.</p> <p>Model looking at design and gathering resources to build it up. Remember we need to include a structure – like a fence, shelter or bridge. Which materials can we use? Can we use anything to make the structure stronger and more stable?</p> <p>Take photos for jotters.</p>	<p>HA and MA: Work independently on fairy garden. Follow design closely and discuss structure with adult.</p> <p>LA: Work in small group with adult on own, individual fairy garden. Encourage following design and exploring ways to make structure.</p>	<p><u>Resources</u> Small plastic tubs (from fruit and veg), soil, leaves, stones, sticks, blue paper.</p> <p><u>Key questions</u> Where have you put your water feature? What are you using for your fence? Which materials can we use? Can we use anything to make the structure stronger and more stable?</p>	