

**Cross Curricular: Art/DT**

**Focus artist-Giuseppe Arcimboldo**

**NC Objectives:**

Design - Have own ideas and explain what I want to do. Explain what my product is for, and how it will work.

Drawing – Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media.

Pattern/colour/tone - Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)

Responding to art - Reflect and explain the successes and challenges in a piece of art created.

**Cross Curricular: Computing**

Children develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists’ work.

**NC Objectives:**

* To describe what different freehand tools do
* To use the shape tool and the line tools
* To make careful choices when painting a digital picture
* To explain why I chose the tools I used
* To use a computer on my own to paint a picture

**PSHE:**

Teams

**NC Objectives:**

* To play and work cooperatively
* Listen to other people
* Recognise that my behaviour affects others

**Cross Curricular: SMSC**

* Helping students develop personal qualities which are valued in a civilised society - for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.

**Cross Curricular: Music** Children will be experimenting with a range of percussion and body sounds to create a sequence of sounds to represent a thunderstorm.

**NC Objectives:**

Experiment with, create, select and combine sounds using the inter-related dimensions of music. (Pulse, pitch, rhythm, tempo)

Try out different ways of producing sounds with voice, musical instruments, "body sounds'

Create musical sound effects and short sequences of sounds in response to stimuli

Understand the difference between creating a rhythm and a pitch pattern

Recognise how graphic notation can represent created sounds

* Begin to perform appropriate material with a good sense of pulse and rhythm

**Cross Curricular: Writing:**

To design an advert, write a non-chronological report and a poem about seasons

**NC Objectives:**

* To punctuate work using capital letters and full stops
* To write short snappy sentences to create an advert
* To discuss what he/she has written with the teacher or other pupils

**Cross Curricular: Science:**

Pupils will be learning about Seasonal changes

**NC Objectives:**

* To observe changes across the four seasons
* To observe and describe weather associated with the seasons and how day length varies

**Geography NC Objectives:**

**Place knowledge:**

* Understand geographical similarities and differences through studying human and physical geography of our local area.
* I can use a world map or globe to locate the UK (revisit) and begin to locate other countries
* I can understand a world map and identify continents and oceans.
* I can compare seasonal changes.
* I can describe how places are different due to weather changes.
* **Human and physical geography:** .

Use basic geographical vocabulary to refer to:

* To compare the features of two localities referring to weather and seasons
* To express opinions about the seasons and be able to relate to changes in clothing and activities.
* I can use basic geographical vocabulary to refer to key physical and human features and compare polar opposites.
* I can seasonal and daily weather patterns in the UK and one another country and relate to changes in the environment.

**Fieldwork:**

**Observe and record information about weather – using Ariel photographs and maps.**

I can use compass directions (North, South, East and west) to describe the location features on a map. (revisit)

I can observe and record changes in weather using weather symbols

I can present a weather forecast using flip grid

**Cross Curricular: Reading:**

**NC Objectives:**

* To be able to read aloud accurately with books that are consistent with developing phonic knowledge
* To apply phonic knowledge and skills as the route to decode words
* To be able to retell some of the familiar story/rhyme when being read to by an adult
* To develop pleasure in reading, particularly fairy stories and traditional tales

**YEAR 1 – Autumn Term Planning – Wonderful weather (Geography)**