

**HALF TERMLY PLANNING OBJECTIVES (NM/JF/SL)**
**Date:** Summer Term (1) 2018 Allotment

	16 <sup>th</sup> -20 <sup>th</sup> April 2018	23 <sup>rd</sup> -27 <sup>th</sup> April 2018	30 <sup>th</sup> -4 <sup>th</sup> May 2018	8 <sup>th</sup> -11 <sup>th</sup> May 2018	14 <sup>th</sup> -18 <sup>th</sup> May 2018	21 <sup>st</sup> -25 <sup>th</sup> May 2018
Maths	Yr 3-measure: money Yr 4-measure: money Yr 5-decimals	Yr 3: measure: money Yr 4: measure: money Yr 5: percentages	Yr 3-statistics Yr 4-statistics Yr 5-percentages	Yr 3-statistics Yr 4-statistics Yr 5-statistics	Yr 3-measurement: time Yr 4-measurement: time Yr 5-statistics	Yr 3-measurement: time Yr 4-measurement: time Yr 5-time and converting units
English	Non-chronological reports	Instructions	Explanations	Narrative	Poetry	Innovate
Science	Find out what different types of compost are made from by exploring their textures and smells.	Simple scientific investigation to explore the germination rate of seeds in different conditions. (cress, lettuce, green beans).	Find out which fruit and vegetables can be planted in the current season and read instructions on how to plant and care for each plant.	Observe and monitor new plant growth throughout the project, learning how to care for developing seeds, bulbs and saplings.	Explore and dissect a flowering plant, identifying the structures and key features associated with sexual reproduction such as the carpel, stigma, stamen, anthers, filament and pollen.	Explain how bees, butterflies and even bats act as pollinators for the sexual reproduction of some plants. Choose a pollinator and research it's life cycle.
TOPIC (Hist/Geo)	Use a local council website to identify the location of other allotments in the area.	Use plans, maps and aerial photographs of the school grounds to agree on the best place to plant a few fruit trees or bushes.	Visit the local supermarket, shop, market or greengrocer to talk about where they source their fruit and vegetables and where they originate.	Find out how many different types of farming there are in the UK using web-based maps to identify which regions support each type.	Carry out a case study into a specific farming practice in the UK, considering how geography can influence this.	Find out about the growth of the flower growing industry in the UK in such places as Guernsey and Norfolk.
Art and D & T	Make a tasty vegetable soup using vegetables for an allotment.	Create allotment beds ready for planting for planting.	Work with a partner to build a simple propagator using 2 clear plastic containers with holes in the bottom.	Make tasty dishes using some of the UK's commonest crops-hedgerow flapjacks.	Observational drawings of plants, fruit, vegetables, bulbs, leaves, flowers and seeds.	Develop detailed drawings and paintings of plants and flowers from their plant and flower observations.
R.E.	Jesus the sun of God	Jesus the sun of God	Jesus the sun of God	Jesus the sun of God	Jesus the sun of God	Jesus the sun of God
Music	Alan Titchmarsh 'The Glorious Garden'	Alan Titchmarsh 'The Glorious Garden'	Alan Titchmarsh 'The Glorious Garden'	Alan Titchmarsh 'The Glorious Garden'	Alan Titchmarsh 'The Glorious Garden'	Alan Titchmarsh 'The Glorious Garden'
P.E.	Tennis	Tennis	Tennis	Tennis	Tennis	Tennis
PSHE	Taking responsibility for the planning and looking after the school environment: for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school.	Taking responsibility for the planning and looking after the school environment: for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school.	Taking responsibility for the planning and looking after the school environment: for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school.	Taking responsibility for the planning and looking after the school environment: for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school.	Taking responsibility for the planning and looking after the school environment: for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school.	Taking responsibility for the planning and looking after the school environment: for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school.
French	All about me Tout sur moi	This is my family Voici ma famille	What do I look like? Je suis comment?	How I feel Comment je me sens	The weather La météo	Numbers to 100 Les nombres
ICT	Research local county council websites	Google maps		Google maps and research UK farming		Research the flower growing industry
Other activities	19 <sup>th</sup> -20 <sup>th</sup> Bikeability year 5 children at Henshaw		2 <sup>nd</sup> May young leader's coffee afternoon			

This planning may change due to the children's interests, learning needs and creative partnership workshops.

