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|  | **Engage -Memorable experience.**  **Recounts**  **4th June-8th June** | **Develop-**  **Non-Chronological Reports**  **11thJune-15th June** | **Develop-Instructions**  **18th June-22nd June** | **Develop- Narrative**  **25th June-29th June**  **(Science Week)** | **Express- Information Books**  **2nd July- 6th July** | Innovate    9th July- 13th July | **Express**  **Curiculum Enrichment**  **16th July-20th July**  **(School Trip)** |  |  |  |  |  |  |  |
| Phonics | **Revision of all sounds** | **Phonics Screening** | Reading Assessments | **Phase 5/6** | **Phase 5/6** |  |  |  |  |  |  |  |  |  |
| Maths | **Time**  **Year 1**  **Before and After.**  **Dates.**  **Time to the Hour.**  **Year 2**  **O Clock and Half Past**  **Quarter Past and Quarter to** | Time  Year 1  Time to the Half Hour  Writing Time  Year 2  Telling Time to 5 Minutes  Hours and Days | **Time**  Year 1  Comparing Time  Year 2  Find Durations of Time  Compare Durations of Time | Investigations | Investigations | **Consolidation**  . | **Consolidation** |  |  |  |  |  |  |  |
| English | Visit a garden centre or florist’s shop to look at and ask questions about different plants and flowers. Encourage the children to talk to adults about how they look after plants and flowers. Let the children get busy with their senses and explore the plants in lots of different ways! Remind the children to listen carefully to adults when they are sharing information. Alternatively, invite a gardener into school to show and talk about their favourite plants and flowers and demonstrate the tools of their trade. Take photographs to record and sequence events of the day  **Spoken language**  Explain a task or experience, structuring talk so that the main points are clear.  **NC**  .En SL 5 Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  En W C 1a, 2a, 2b  Use photographs to orally recount their visit or visitor experience. Make a comic strip-style storyboard by sticking the photographs in order and writing sentences or captions to go with each one. Cut out and stick on speech and thought bubbles to show the questions raised, answers given and observations made. Use the comic strips or storyboards to talk through the visit with a partner.    Note  Invite a member of school staff, not present on the visit, to come into the classroom so that children can tell them about their experiences.  **Writing**  Write narratives (about real and fictional events) by developing a sequence of sentences, including some variation in sentence openings  .En W C 1a Write narratives about personal experiences and those of others (real and fictional).  En W C 2a, 2c, 3b  Produce a written account of the visit or visitor in chronological order. Include descriptions of some of the sights, smells and textures they experienced as well as interesting things people said or did. Express and evaluate their personal feelings about each event.    Note  Ensure children write in the past tense and encourage them to use connectives which indicate time. Model the use of opening sentences to provide background information to orientate the reader and include a summary statement at the end.  **Spoken language**  Extend their experience and ideas, more independently adapting speech, gesture, or movement to simple roles and different scenarios.  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  En W C 1d; En SL 6  Set up a garden centre or florist’s shop in the role play area. Produce signage and notices and write labels for plants and gardening equipment with names and prices. Take on the roles of florists, gardeners and customers.    Note  Talk about what a florist or gardener does and act out different scenarios. Acting as florists, children could arrange bouquets to their customers’ specifications using real or artificial flowers. Children in the role of gardeners could provide advice on how to look after plants or use equipment. | **Writing**  Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.  Write down ideas and/or key words, including new vocabulary.  Read non-chronological reports about plants and gardening, noting the features of this genre. Find out more about a plant that they find interesting (an English native or maybe something more exotic). Write down key facts, noting the spelling of new vocabulary. Include information about the plant’s appearance, where it is commonly found and its characteristics (including flowers, fruit and seeds). Identify features of the plant that are similar or different to those grown in their own environment.  There are so many amazing plants to look at! Try a cactus (mind the spikes!) or fly catchers like the Venus flytrap, rat-eating pitcher plant (*Nepenthes attenboroughii*) and parachute flower (*Ceropegia*). Or explore the corpse flower (*Amorphophallus titanum*), pelican flower (*Aristolochia grandiflora*), sensitive plant (*Mimosa pudica*), *Hydnora africana*, flypaper plant or *Aloe vera*. Wow!  **Writing**  Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included.  Write for different purposes.  **Writing**  Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included.  Use their own ideas to plan and write a non-chronological report about a favourite flower or plant. Include subheadings, key details or questions and begin to organise the information into sections.    **Note** Children’s reports could be laminated and displayed with photographs of the plants or with the real plants if possible. Why not ask the children to present a plant exhibition in your school?  **Writing**  Talk through the content of what they are going to write about, considering the sequence of sentences.  **En W C 2a** Plan or say out loud what they are going to write about.  Imagine they have just discovered a completely new weird and wonderful plant or flower. Wow! Draw it and label it, talking through their ideas with a partner. Answer questions such as: ‘What colour, shape or texture are its petals and leaves? Does it have a perfume? Is any part of it safe to eat? Where does it grow?’ Give the plant an exciting, appropriate name.    **Note** Encourage the use of interesting adjectives to describe the features of the plant.  **Writing**  Read aloud their own writing clearly, audibly and with appropriate intonation.  **En W C 4** Read aloud what they have written with appropriate intonation to make the meaning clear.  **En SL 9**  Write a non-chronological report about the new plant they have discovered. Present their report to the class and explain their plant’s most interesting features. Answer press conference-style questions from the other children.  Compile the reports on the imagined plants to create an exciting handbook of fantasy plants. | **Spoken language**  Explain a task or experience, structuring talk so that the main points are clear.  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  Use photographs taken during their planting activities to sequence instructions for planting a seed or bulb. Act out features of each stage using actions as they talk through the process. Encourage the children to add in adverbs such as ‘carefully’ or ‘gently’. Also encourage children to give additional advice such as what to do if they spill the soil or how to space out the seeds. Brainstorm and discuss the meaning of interesting vocabulary such as ‘moist’ or ‘sprinkle’.  **Writing**  Plan the content and structure of each sentence orally before writing (including simple conjunctions and adjectives). Encapsulate what they want to say, sentence by sentence.  Write instructions for planting a seed or bulb or seed. Brainstorm imperative verbs such as dig, push or fill. Reread their instructions to check they are easy to follow and are effective. Add photographs or diagrams to illustrate each step.    **Note** Model the features of instruction writing including: a clear heading, a ‘You will need…’ numbered steps and useful diagrams or illustrations.  **Writing**  Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included.  ‘ Write for different purposes.  Design the front and back of a seed or bulb packet including the plant or flower name, a picture of the plant, instructions for planting and guidance for care. Provide clear information including information about the best time and place to plant it.    **Note** Show examples of seed and bulb packets and note the information given. Provide a template made from paper or card for children to use to make their seed packets.  Writing  Read aloud their own writing clearly, audibly and with appropriate intonation.  .    Read aloud what they have written with appropriate intonation to make the meaning clear.  Work in pairs to write a set of simple instructions for creating a ‘rainbow of flowers’. Spend time talking about what they did, ordering their instructions correctly. Ask children in another class to follow their instructions… what happens?    **Note** This task links to the science activity (page 9). It might be useful to take a series of photographs as children work in science to create their rainbows. These will help those children who find it hard to remember to sequence their ideas. | **Spoken language**  Extend their experience and ideas, more independently adapting speech, gesture, or movement to simple roles and different scenarios.  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  Discover giant footprints in the school grounds. Discuss questions such as ‘Who could have made them? What adjectives might describe their character? What might they say?’ Rehearse movements and speech to act in a role as the giant. In groups, make puppets or masks and act out an allocated scene from the story. Freeze frame at certain points and answer questions about how their character is feeling.    Note  Create giant footsteps using charcoal, paper, paint or chalk on the playground.  **Writing**  Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.  **En W C 2a** Plan or say out loud what they are going to write about.   Compare different versions of *Jack and the Beanstalk* discussing characters and events. Choose which version they prefer. Plan their own version of the story using a similar structure. Consider plot variations such as ‘What seeds does their character plant? What happens? What is the problem? How does it get resolved?’    **Note** Provide a planning frame so that the children can organise their ideas and generate interesting adjectives and connectives.  **Writing**  Evaluate their own writing with the teacher and their peers, identifying the main strengths and an area for improvement.  **En W C 3b** Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.  Talk through the sequence of their story with a partner. Write their story using their plan to help structure the events. Include time adverbials and expanded noun phrases to make writing sound effective. Reread sentences regularly to ensure that they make sense.    **Note** Model the structure of a story including a setting, a problem, a solution and an ending. | **Writing**  Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.  **En W C 2b** Write down ideas and/or key words, including new vocabulary.   Gather ideas and plan what they would like to include in their very own information book, that could be displayed in the school library. Think about all the different aspects of their gardening project, choosing the aspects they found most interesting to include.    **Note** Provide information books, gardening magazines, web access, non-chronological reports and written work from earlier in the project.  **Writing**  Plan the content and structure of each sentence orally before writing (including simple conjunctions and adjectives).  **En W C 2c** Encapsulate what they want to say, sentence by sentence.  Write their information book using their plans to help them. Include the key features of non-fiction books discussed earlier in the project. Add images to support the text (these could be photographs taken during the project or those found on the web or in magazines).    **Note** You could provide pre-made mini booklets for children to work in, or alternatively provide a range of book making materials for children to design and make their own.  **Handwriting**  Use diagonal and horizontal strokes to join letters appropriately.  **En W H 2** Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  Make a final draft of their information booklet using their best handwriting. Ensure that diagrams are labelled and that each page has a clear heading.    **Note** Highlight the importance of clear presentation so that other children can read it easily.  **Writing**  Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).  **En W C 3c** Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).  Write questions for a plant or gardening quiz. Copy onto strips of paper, remembering to use a question mark and ensuring the correct answer is known! Fold each one and put it into a box or bag. Draw out questions to ask each other.    **Note** Add some interesting questions of your own! Children could be organised into teams named after types of plant and win points for correct answers. Model how to write ‘What am I?’ riddles about mystery plants, giving clues on appearance, smell, taste and so on. | **Read through the instructions for making your fragranced product. Who would you like to make it for?**  **Which ingredients do you need to make your gift? How do you get them ready to use in your recipe?**  **You can cut, sew, stick or bake to create your gift. Be sure to follow the instructions carefully! Ask for help when you need it.**  **Decorate or wrap your gift using special paper or fabric.**  **Make a flowery gift tag with a message for your special person.**  **Write a label explaining how to use your product. Perhaps include a list of the ingredients used to make it?**  **What a picture! Take a photograph of your finished gift and explain to an adult how you made it.**  **Write an explanation of how you made your gift. Which part did you like best? Which parts were most difficult to do?**    **CONGRATULATIONS! You have completed your Innovation Challenge.** |  |  |  |  |  |  |  |  |
| Reading | **. Reading**  With some support, find information in non-fiction books using features (e.g. contents page and index).  En R C 2a Draw on what they already know or on background information and vocabulary provided by the teacher.  En W C 2b; Co 4, 6As a class and individually, read information books and gardening magazines about plants and flowers. Make notes of interesting or surprising facts found. Record them on adhesive notes or cards and compile a class ‘Did you know?’ fact file.  Children could find fascinating plant and gardening facts and images on the web and enjoy the challenge of finding out more at home. Their fact file could form part of a display or working wall in the classroom. Encourage children to continue to add facts throughout the project.  . | Reading  With some support, find information in non-fiction books using features (e.g. contents page and index).  **En R C 1d** Be introduced to non-fiction books that are structured in different ways.  Identify the features of non-fiction texts using a selection of reference books about plants. Label the features using adhesive notes, identifying headings, subheadings, diagrams, photographs, pictures, labels, captions, index, contents and blurb. Use the children’s labels to form part of a classroom display about non-fiction books which the children can refer to in future work. | Reading  Recall some specific, simple information.  Draw on what they already know or on background information and vocabulary provided by the teacher.  Choose a bulb to plant, finding out information about how to care for it **using instructions found on** packets, labels and booklets.  Provide children with a range of different bulbs so that groups are finding out about a variety of growing conditions. Ask the children questions such as ‘What does your bulb need to grow well? When will it flower? Does it like shade or sunlight?’ | **Reading**  Read and join in with familiar phrases in stories and poems using own independent reading skills.  ’**En R C 1c** Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.  Imagine that a large plant has grown in the classroom overnight. Consider questions such as ‘How did it grow there? Where might it lead to?’ Read and discuss the traditional tale of Jack and the Beanstalk. Generate adjectives to describe each of the characters and write the words on outlines of their bodies drawn on the floor.    Note  Construct a large beanstalk growing up to the ceiling using green paper, card, fabric and wire or cardboard.  **Reading**  **Explain cause and effect in both narrative and non-fiction (e.g. what prompts a character’s behaviour in a story).**  **En R C 1b Discuss the sequence of events in books and how items of information are related.**  **As a class or group, sequence the key events of *Jack and the Beanstalk* on leaves of the beanstalk. Consider possible variations to the story at each point such as ‘What would happen to the beanstalk if it didn’t rain for days? What if different seeds had been used? What if the giant had been friendly? What else could have been at the top of the beanstalk?’**    **Note Use large paper leaves to write the key events in the story. Stick the sequenced leaves on a class beanstalk.** | **Reading**  **With some support, find information in non-fiction books using features (e.g. contents page and index).**  **En R C 2a Draw on what they already know or on background information and vocabulary provided by the teacher.**  **Make a plant alphabet frieze for the classroom wall, taking turns to draw and write the name of a plant (one for each letter of the alphabet) making the initial letter stand out clearly. Use non-fiction books and the web to research the plant names and images.**    **Note Some letters will need more researching than others! *Xanthoceras* is an example of a plant beginning with X!** |  |  |  |  |  |  |  |  |  |
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| Science | **Science**  Describe how plants grow, identifying what a plant needs for healthy growth and survival.  Sc P 2 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Sc P 1; En SL 1; En W C 2b  Plant fast-growing seeds and bulbs to grow a ‘pizza’ garden. Include ingredients such as tomatoes, basil, onions, rocket, spinach, peppers and oregano. Listen to and follow simple instructions (verbal or written) throughoutthe planting task. Make a list of daily jobs that will need to be done to care for the plants.    Note  Grow seeds or bulbs directly into the ground or start them in trays and pots using compost. Cloves of garlic can also be planted directly outdoors to create new garlic bulbs.  **Sc P 1 Observe and describe how seeds and bulbs grow into mature plants.**  **Plant sweet pea seeds in eco-friendly plant pots made from newspaper and tape. Soak seeds for a few hours before planting to help them germinate. Carefully fill pots with compost, making a 3 cm deep planting hole in each pot using fingers and dropping a seed into each. Care for the seeds, placing them in a sunny spot in the classroom and watering them daily.**    Note  Take care! Sweet peas are perfectly safe to touch, but the seeds are poisonous if eaten. Warn children that these seeds should not be eaten and make sure they wash their hands thoroughly afterwards. When the soil warms up in May you can sow them directly in the ground, still in their newspaper pots. | **Science**  Use simple equipment, such as hand lenses or egg timers, to take measurements, make observations and carry out simple tests.  .**Sc WS 2** Observe closely, using simple equipment.  Explore a range of garden herbs using all the senses. Talk about how herbs feel, smell and taste (where appropriate). Describe which smells they like and don’t like and explain why. Grind herbs with salt or on their own using a pestle and mortar to release a stronger smell. Order the smells according to preference or strength.    **Note** Fresh culinary herbs such as thyme or lavender, parsley, basil, rosemary, bay, dill, coriander, mint, tarragon, lemon verbena, bergamot, chamomile, sage and oregano are safe examples. Remind children of the need to wash their hands before and after handling the herbs.  **Science**  Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns.  Identify and classify.  Explore a range of smells (pleasant and unpleasant) using sensory tubs. What can they smell? What might be inside? Sort smells into those they like and those they don’t like. Do the smells remind them of anything?    **Note** Smell has a strong link to memory and emotion. Explore what memories are evoked by the smells, encouraging children to record their memories in drawing and writing activities. Smells to include could be burnt toast, vinegar, fresh bread, coffee, perfume, orange peel, freshly cut grass, manure, tree bark, sweets, soil, mint and an old smelly sock! Use your imagination… the possibilities are endless!  **Science**  Using simple scientific language to explain what they have found out.  Use their observations and ideas to suggest answers to questions.  Match the five senses to images of body parts that we use for each sense. Imagine what it might be like to lose one or more of their senses by wearing a blindfold and trying to eat cereal, blocking their ears and trying to follow to an instruction or holding their nose and eating an apple or onion. Talk about what it feels like to lose a sense.  This could also be linked to the story of Helen Keller and the importance of smell to her. (‘Smell is a potent wizard that transports you across thousands of miles and all the years you have lived’ – Helen Keller) | **Science**  Describe how plants grow, identifying what a plant needs for healthy growth and survival.  **Sc P 2** Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Grow a windowsill garden using food scraps such as carrot tops and shrivelled potatoes. Observe how these scraps grow roots and shoots to form a new plant. Talk about what plants need to grow well (such as light and water) and set up a control to see what happens to scraps which don’t get these essentials. Describe and record observations.    **Note** Food scraps that will grow easily on a windowsill include pineapple, onions, potatoes, celery, garlic, onions and carrot tops.  **Science**  Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns.  **Identify and classify.**  Observe and name different parts of plants and flowers by taking them apart carefully. Count the petals and leaves, compare sizes, colours and patterns. Use scientific vocabulary to describe the different parts of the plants and flowers including petal, root, shoot, stem, flower head, buds and leaf.    Note  Provide a range of different flower and plant types for children to take apart and compare. Record findings using labelled diagrams.  **Science**  Describe how plants grow, identifying what a plant needs for healthy growth and survival.  Observe closely, using simple equipment.  Find out how plants and flowers transport water by creating a ‘rainbow of flowers’. Carefully place the stems of white carnations in coloured water and watch what happens! Explain what they have observed in simple scientific vocabulary.    **Note** For an even more exciting result use white roses, splitting the stalk to stand in three or four different colours. Sit back and watch the magic! Remember to take digital photographs to capture the story. | **Science**  Gather data, record and talk about their findings, in a range of ways, using simple scientific vocabulary.**Sc WS 6** Gather and record data to help in answering questions.  Explore a range of cacti of different shapes and sizes. Group them according to their features and talk about why they have sorted them in a particular way. Find out their different features, characteristics and the conditions they need to grow well. Use a range of information sources such as books, leaflets and the web, and record findings in different ways.    **Note** Cacti come in a multitude of shapes and sizes and are divided into two main groups, desert cacti and forest cacti, each having different habitats and needs. Show children desert areas of the world on a map or globe and highlight how far away they are from the UK. | **Science**  **Use simple equipment, such as hand lenses or egg timers, to take measurements, make observations and carry out simple tests.**  **Sc WS 2 Observe closely using simple equipment.**  **Work in groups to follow verbal or written instructions, to make their own**  **mini rainforest. Use a container (an old jar or small fish tank) and plant with a selection of small ferns. Decorate with stones and small world creatures. Listen carefully to instructions for measuring amounts of sand, soil and water. Then watch what happens over time as the mini rainforests create their own watering system.**    **Note**  **Encourage children to consider where to place their tanks. Make sure there’s not too much sunlight so the ferns feel like they are in the rainforest! Explain that the water droplets on the surface of the tank or jar are caused by water in the air condensing on the cold glass and that this then drops back down**  **into the soil for the roots of the plants.** |  | **Science**  **Describe how plants grow, identifying what a plant needs for healthy growth and survival.**  **Sc P 2 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.**  **En SL 9**  **Work in groups to create a short presentation about conditions needed for plant growth. Practise reading a sentence or two each as part of the presentation.**    **Note Children could make the presentation to an invited audience of children or adults.** |  |  |  |  |  |  |  |
| RE | PPA | PPA | PPA | PPA | PPA | PPA |  |  |  |  |  |  |  |  |
| History/ Geography | **Geography**  **Draw simple maps or plans using symbols for a key.**  **Ge SF 4 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.**  Take a walk around the local community, park or meadow to see what plants and flowers are growing there. Capture interesting images using digital photography en route. Make simple maps and plans of the walk, recalling and sequencing what was seen using the digital images as a reference**.**    Note  Point out those plants which are dangerous and shouldn’t be touched such as nettles, deadly nightshade and berries. Back in the classroom, display images of common plants and flowers sothat children becomefamiliar with their names and features – perhaps roses, lavender, sweet peas, and hydrangeas from the garden and wild flowers such as buttercups, daisies, poppies and foxgloves**.** |  |  | **Geography**  **Use information texts and the web to gather information about the world’s human and physical geography.**  **Ge PK 1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.**  **Find out about plants and flowers that grow in a contrasting location such as the Brazilian rainforest. Use books, video and pictures to gather information about different types of plants and flowers including how the climate affects how and where plants grow. Locate the rainforests on a world map, particularly in relation to the Equator.**    **Note**  **A typical 10 km square area of rainforest contains 1500 kinds of flowering plants and 750 tree species! Children can learn about the wide variety of foliage that grows there – from the tall canopy trees, shrubs and the young trees of the under layer to the plants and flowers that hug the forest floor including ferns, herbs and seedlings that need less sunlight than their tall relatives.** |  |  |  |  |  |  |  |  |  |  |
| Art D/T | D&T  Use tools safely for cutting and joining materials and components and for finishing products.  **DT M 1** Select from and use a range of tools and equipment to perform practical tasks.  **DT M 2**  Play, explore and experiment in an outdoor ‘mud kitchen’. Use a range of kitchen utensils to grind, mix and colour mud, adding other garden ingredients such as gravel, leaves, berries and water to their concoctions.    Make the mud kitchen extra exciting with gathered and donated items including those that the children collect and find at home. | **Art & design**  Use line and tone to draw shape, pattern and texture.  Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.  Make detailed observational drawings of scented flowers using hand lenses to look closely at colours, shapes and patterns. Choose from a range of drawing materials such as chalks, felt pens, wax and pencil crayons and pastels to record their ideas. Try smelly pens to add a sensory dimension to artwork!    **Note** Tulips, roses and sweet peas are very colourful and fragrant as well as having an interesting form for drawing work. Inspire the children with a display of paintings by different artists. |  | **Art & design**  Use modelling materials to create an imaginary or realistic form.  **AD 1** Use a range of materials creatively to design and make products.  Use soft wire to recreate the giant leaves and flower heads of the rainforest, laying coloured tissue paper over the wire frame. Finally, coat with liquid glue which dries to a nice shiny finish. Tear, cut, stick and layer paper to create interesting and colourful effects.    **Note** If children are not able to create their own formers, stretched wire coat hangers also make great leaf shapes. Encourage children to explore colour and pattern by mixing and layering tissue paper and cutting and tearing spots and stripes for patterns. Take pictures of the children working to display with the finished items in an exotic and colourful display! **Cover coat hanger ends with tape.** | **Art & design**  **Choose appropriate materials and techniques for a given project.**  **AD 4 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.**  **Create floral collages using papers and fabrics. Represent colours and textures explaining their intentions as they work.**    **Note Inspire artwork by sharing a range of starting points such as Judith Leyster’s *Tulip*, Monet’s *Blue Water Lilies*, Georgia O’Keeffe’s *Oriental Poppies*, Manet’s *Lilacs in a Vase*, Andy Warhol’s *Flowers*, Hokusai’s *Bullfinch on Weeping Cherry*, Dürer’s *Tuft of Cowslips*, Jan Brueghel’s *A Vase of Flowers*, Henri Fantin-Latour’s *Roses* and Van Gogh’s *Vase with Pink Roses*.** |  | **Art & design**  **Explain the main successes and challenges encountered when completing a piece of art work.**  **AD 3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**  **Press a garden or wild flower between the pages of an old book and weigh down, leaving in a warm dry place to dry out. Laminate pressed flowers when dry to create their own book mark or tag. Write a simple explanation or set of instructions on how they did it.**    **Note**  **Pressed flowers can be glued onto card and laminated. Create a hole using a hole punch, tying a ribbon through it to create simple mobiles, gift tags or bookmarks. Good flowers to press include pansies, daisies and roses.**  **D&T**  **Produce detailed, labelled drawings or models of products based on design criteria.**  **DT D 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.**  **Make maps and plans to design a fantasy garden, thinking about which plants and flowers they would grow there. Alternatively, create a fantasy ‘fairy garden’ in a wooden box using dried mosses, painted toadstools, matchstick fencing, painted stones and shells.**    **Note Provide a range of gardening magazines and other reading materials for inspiration. Encourage children to think about other features they would like in their garden such as ponds, fences, fountains and areas for relaxation.** |  |  |  |  |  |  |  |
| Music | **Mrs Clarke** | Mrs Clarke | **Mrs Clarke** | **Mrs Clarke** | Mrs Clarke | Mrs Clarke |  |  |  |  |  |  |  |  |
| P.E. | Athletics | Athletics | Athletics | Athletics | Athletics | **Athletics** | **Athletics** |  |  |  |  |  |  |  |
| ICT | Children to recreate their maps of walk around school and programme the oz bot to follow their route. | . |  |  |  |  |  |  |  |  |  |  |  |  |
| Other activities  STEM | Mathematics  Choose and use appropriate standard units to estimate and measure temperature (°C) and capacity/volume (litres/ml) to the nearest appropriate unit, using thermometers and measuring vessels.Ma M 1 Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (ºC); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.  Explore measures using a range of gardening equipment, tools and materials such as water, soil, gravel, compost, sand and pebbles. Use different sized containers to fill and pour, compare and transfer. Describe the process using mathematical vocabulary such as heavy, light, taller, shorter, more than and less than.    **Note** Extend the water play by challenging the children to make their own watering can. Provide plastic milk containers with holes (pierced in the bottle top by an adult). Let the children have fun with water play as well as watering indoor and outdoor plants. | , | **Music**  Use own voice in different ways including speaking, singing and chanting for different effects.  **Mu 1** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Learn an action rhyme such as *Here We Go Round the Mulberry Bush* joining in with words and actions. Work collaboratively to create new lyrics that inform others how to plant a seed or bulb. Before starting, sequence the process making suggestions about actions to use for each verse.    **Note** An example of new lyrics could be ‘This is the way we dig the soil, dig the soil, dig the soil…’ Work together to sing in tune and with actions. Why not perform the new song for an audience later in the project? | **PSHE**  Explain how their actions have consequences for themselves and others.  **PSHE 2e** Realise that people and other living things have needs, and that they have responsibilities to meet them.  Help tidy up the school’s garden or another community site. Wear gloves to pick up litter, pull out weeds and dig over borders and small patches of earth. Perhaps plant seeds and bulbs that will flower in the spring so that others may enjoy them.    Note  Children will need to wear sturdy gardening gloves, collecting leaf litter and other rubbish in gardening bags and disposing of these in the correct way. Talk about how their work will help others to enjoy the local environment. |  |  |  |  |  |  |  |  |  |  |

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