

### Key Vocabulary:

Roots            Stems  
Leaves          flowers  
Gardens        trunk  
  
Plants  
  
Wild Flowers  
Garden plants  
Deciduous trees  
Evergreen trees  
Human features  
Physical features  
  
Location  
  
Village Town  
  
Maps    Features  
Symbols        Key

# In the Garden



### Science:

- To know what a plant is.
- To identify the basic structure of common flowering plants and trees.
- To name common wild flowers.
- To name common garden plants.
- To recognise deciduous and evergreen trees.
- To identify different parts of the tree.

### Key questions for this area of learning:

- What function do different parts of a plant have?
- How do plants grow?
- What is the difference between a town and a village?

### Home learning ideas:

- What is growing in your garden?
- What birds can you see in your garden?
- What wild flowers can you see in your local area?
- Do you live in a town or a village? How do you know?

### Maths:

#### Multiplication:

To count in 2's, 5's and 10's  
To compare and count in different amounts

#### Length and Height

#### Subtraction

To recap subtraction as taking away  
Subtraction as finding the difference

#### Measure: Mass and weight

To use the language of heavy and light  
To use the language of heavier and lighter  
To measure and compare weight  
To measure using non-standard units.

#### Fractions

Problem solving using halving and quartering

### English:

#### **Oliver's Vegetables**

To spell the days of the week  
To re-tell the story  
To write a character description  
To write my own version of the story

#### **The Bad-Tempered Ladybird**

To re-tell the story  
To write my own version of the story

#### **Big Book of Blooms**

#### **Rainbow Grammar**

To use comparative and superlative adjectives – suffixes -er and -est

Using the conjunction 'but'

Using the prefix –un

Using the conjunction 'because'

#### **Visits, visitors or key events:**

A village walk to identify plants and flowers in North Muskham



### Religious Education:

- To know what happens in a church
- To know the different parts of a church
- To understand the symbols in a church
- To recognise the differences between churches and synagogues
- To understand artefacts and symbols within a synagogue
- To learn about common symbols between religions

### Music:

#### Animals

Focus: Pitch

Children to understand pitch through, using movement, voice and instruments. They identify contrasts of high and low pitches and create animal chants and sequences.

#### Our School

Focus: Exploring Sounds

Children explore sounds found in school environment. Investigate ways to produce and record sounds. Using ICT to stimulate musical ideas related to geography.

### RSHE:

#### Living in the Wider World

- Our local environment - what improves and harms our natural environment and built environment
- Different ways that others can look after the local environment
- Different ways we can look after our local environment
- What is recycling? How does this help the environment?
- Describe and celebrate personal strengths and set simple, but challenging goals

### Geography:

- To know the internal geography of the school
- To know the external geography of the school
- Draw a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features.
- To understand physical and human features of geography.
- To know the geography of the surrounding area of North Muskham, identifying physical and human features.
- Recognise local landmarks on aerial photographs.

### PE:

Athletics – Miss Nairn

Cricket – Mrs Keane

### Art and Design/Design Technology:

#### Wheels and Axles

- To investigate how wheeled vehicles move
- To investigate wheels and chassis
- To design a pull along bug/ insect
- To make pull along toy
- To evaluate pull along toy



### ICT:

#### Creating Media- Digital Writing

To use a computer program to write

To add and remove text on a computer

To identify that the look of a text can be changed on a computer and to make careful choices when changing the text

To explain why I used the tools I chose

To compare typing on a computer to writing on paper