

Along Brambly Hedge...

Science

What we should already know:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

As scientists we will:

Seasonal Changes

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Vocabulary: season, autumn, winter, spring, summer, weather, rain, snow, fog, sun, cloud, wind, hail, thunder, lightning, dark, light, day, night, long, short, hot, cold, orbit, energy, freezing, melting, reflection, plant, tree, wild, garden, deciduous, evergreen, leaf, stem, flower, roots, component, energy, growth, structure, trunk, hand, eye, nose, ear, tongue, senses, touch, smell, hearing, taste

Application of knowledge outcomes: to create a seasonal weather chart to show the weather changes across the seasons. To create a fact-file about plants and trees that we find in our school gardens.

Computing

What we should already know:

Understanding the World - Technology (Early Learning Goal)

- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
- Uses ICT hardware to interact with age-appropriate computer software.

As programmers we will:

Bee-Bot

- Understand that an algorithm is a set of instructions given to a computer in order.
- Carry out a sequence with a single command, including forwards, backwards and turn.
- Programme the Bee-Bot to get from one point to another along a specific route.
- Make sensible predictions about where a Bee-Bot may stop from a simple set of instructions.

Vocabulary: algorithm, sequence, single command, forwards, backwards, turn, left, right, route, Bee-Bot, instructions, predictions.

Application of knowledge outcomes: we will use our scientific knowledge about Spring to design and create a Spring-themed Bee-bot mat linked to our story of Brambly Hedge. We will challenge our peers to programme the Bee-bots to find different points on our mats.

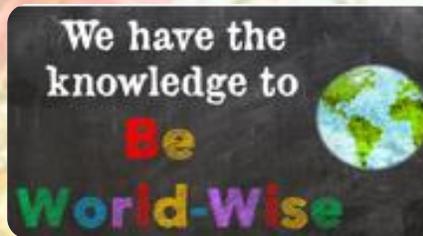
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We will be creative when we create our own Bee-bot mats to explore the Brambly Hedge hedgerow.



We will be resilient when we problem solve and find solutions when programming the Bee-bots.



We will be world wise when we learn about the different seasons and weather. In RE we will explore Hinduism.