



The Secret Garden

Science

What we should already know:

- 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

As scientists we will:

- Observe and describe how seeds and bulbs grow into mature plants
- Find and describe how plants need water, light and a suitable temperature to grow and stay healthy
- Identify and name a variety of plants and animals in their habitats, including microhabitats

Vocabulary:

seeds, bulbs, grow, mature, healthy, water, light, temperature, optimum, conditions, survival, nutrients, consume, soil, microhabitat

Application:

We will write an explanation text about how to grow a sunflower.



Application:

Create our own textile flower

Geography

What we should already know:

- To construct houses, tracks, and representation of buildings in construction areas.
- Use mark making to devise simple maps
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

As geographers we will:

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map.
- Use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment
- Use basic geographical vocabulary.
- Use an infant atlas to locate places.
- Use simple compass points and directional language to describe the location of features and routes on a map.

Vocabulary:

compass point, birds eye view, a view from above, map, Earth, North, South, East, West, far, near, left, next to, above, below, right, symbol, key, location, direction, label, aerial view, landscape, atlas, floor plan, grounds, beyond, distance, route, grid references, perspective, plan, position compass point, map, Earth, North

Application:

Helping our class fairy with directions and planning a journey to see plants around the world.

Design & Technology

What we should already know:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used

As design and technologists, we will:

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate their ideas and products against design criteria

Vocabulary:

idea, shape, make, construct, aim, develop, template, use, style, equipment, tools, cut, join, finish, construct, material, glue, attach, stable glue gun, joint, scissors, structures, stronger, stiffer, stable, reinforce, mechanisms, lever, review,



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Application:

Creating our own flowers using clay in the style of Yayoi Kusama.

Computing

What we should already know:

- Use ICT to generate ideas for their work.
- Use various tools such as brushes, pens, rubber, stamps and shapes.
- 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.

As programmers we will:

Multimedia

- Take photographs and videos for a purpose.
- Discuss which videos to keep and which to delete.
- Change, save, retrieve and edit sounds they have recorded.

Vocabulary:

Save, retrieve, edit, purpose, delete

art

What we should already know:

- Use sketch books to gather ideas for artwork.
- Experiment with different techniques
- Investigate a range of materials and media and recognise that they have different qualities.
- Experiment with different techniques
- Describe what they think about the work of others

As artists we will:

- Use sketch books to experiment with artistic ideas of their own in sketchbooks.
- Experiment with different techniques and make sensible choices about what to do next to improve.
- Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.
 - Express clear preferences and give some reasons for these (e.g., "I like that because...")
- Deliberately choose to use materials, media and techniques for a given purpose Develop and exercise some care and control over their artwork (e.g., they do not accept the first mark but seek to refine and improve)
 - **CLAY** Shape and model materials for a purpose
- Use tools and equipment safely and in the correct way. Use the skills of cutting, rolling, pinching, and carving to create form. Use a range of decorative techniques to finish work (e.g., impress items, paint, glaze etc)

Vocabulary: Score, mould, shape, form, manipulate, slip pinch



Application:

Creating an advert using ICT

Be creative:

When we use design and create a textile flower. When we create our own sculptures in the style of Yayoi Kusama.

Be resilient:

When debugging the Bee-bots and persevering with Scratch Junior. When practising our sewing skills.

Be world-wise:

When we understand the importance of caring for plants and explore plants from around the world.

WOW moment

A trip to the Yorkshire Sculpture Park