

Questions.

Week 1: What is the environment like where we live?

Week 2: What do plants need to survive?

Week 3: How tall do plants grow? (focus on measuring)

Week 4: What is happening to the environment around us?

Week 5: Why do we need to take care of the environment?

Week 6: Can you make your own '10 things' book?

Texts: Pumpkin Soup by Helen Cooper (PoR), George's Marvellous Medicine by Roald Dahl, 10 Things I can do to help my world by Melanie Walsh (PoR)

Writing outcomes:

Fiction: *Personal Response* *Narrative* *Writing In Role*
Character Study *Description*

Non Fiction: Recount *Information* Instructions Advert

Maths—SATs

Measurement: Time (2 weeks)

Measurement: Capacity, Volume and Temperature (2 weeks)

Computing: We are zoologists: Sort and classify a group of items by answering questions. Collect data using tick charts or tally charts. Use simple charting software to produce pictograms and other basic charts. Take, edit and enhance photographs. Record information on a digital map.

Enrichment

Minibeast Hunt
Local area walk

Assessment Foci

Science: Observing using simple equipment

Computing: Record, organise and interpret data.

RE: I can retell a religious story and empathise with the main character.

Science: Plants: seeds, bulbs, growing, water, light, temperature.

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Foundation Skills

PE: Participate in team games, developing simple tactics for attacking and defending. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

Art: Use a range of materials to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. **UNCRC Article 31**

Geography: Collect, analyse and communicate with a range of data gathered through experiences of fieldwork. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems. Use basic geographical vocabulary to refer to key human and physical features.

Music: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the inter-related dimensions of music.

RE: Hinduism—places of worship, religious customs and stories linked to the Hindu faith. **UNCRC Article 14**

PSHE/ British Values: Develop an awareness of responsible attitudes towards self and others at home, in school and in the local community. **UNCRC Article 12**

UNCRC Articles: 3, 28, 29, 31 are covered across all areas of school life.