

# Into the Secret Garden

## Maths



**Fractions:** wholes, parts,  $\frac{1}{2}$   $\frac{1}{4}$   $\frac{3}{4}$  of a length, shape, set of objects and an amount.

**Position and Direction:** Describing movement, turns and making patterns with shapes.

**Time** - telling the time to intervals of 5 minutes including o'clock, half past, quarter to/past. Knowing the number of minutes in a hour and hours in a day. Comparing and sequencing time.

**Capacity, volume, temperature** - choose and use the appropriate units of measure to estimate and measure capacity and temperature. Compare and order capacity/volume and use symbols to show results ( $<$   $>$  = ).

In addition to these areas of the maths scheme the children will cover areas of number and statistics to support their arithmetic and reasoning/problem solving understanding.

## Literacy

### Personal experience narratives -

Writing from the children's personal experiences.

**Information texts**-All about plants and things you find in a garden

**Traditional tales from another culture.**

**Stories by the Same Author / Significant Authors (Fiction)** -

Julia Donaldson, Superworm, A squash and a Squeeze, Monkey Puzzle, The Snail and the Whale.

**Non-fiction** - Instructional texts, and Letter Writing

**Poetry** - Really looking - Birds

## PSHE

**Respecting rights** - recognising what is right and wrong. **Protect our rights** - making informed choices; who helps protect our rights. **Respecting others** - how to show respect for the rights of others. **Everybody's different** - respecting differences and similarities. **Growing up** - name of body parts. **Is it okay** - judging acceptable physical contact and how to respond. **Pink and blue** - respect differences and similarities. **Look at me now** - describe how they have changed. **Getting older** - how they will change as they get older. **Changes** - describe the things that change in a person's life.

### PE

Children will be looking at the involvement of personal skills within PE and broadening their coordination, footwork and static balances. This will support them to challenge themselves and know where they are within their learning.

**Athletics** - Pupils to engage in competitive and cooperative activities.

## ICT

**Programming** - Scratch



**Stop motion** - Using tablets devices, using cameras, devices without cameras.

## Design Technology

Create 3D bug using papier Mache.

Owls class will be looking and creating food dishes that incorporate natural ingredients/ingredients grown in your garden. Create a nutritional meal.

## Music

Children will be exploring a song about friendship by Joanna and Mangona.



## Science

**Plants** - 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.

### Living things and their habitats



Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.

Identify and name a variety of plants and animals in their habitats, including microhabitats.

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain; identify and name different sources of food.

## RE

Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people? What is the 'good news' Christians believe Jesus brings?

## History and Art

To begin to learn about Van Gogh and about how things have changed since Van Gogh's time.

To understand why Van Gogh's paint colours changed when he moved to France.

To understand some of the events in Van Gogh's life and what inspired him.

To compare a rural and industrial landscapes.

To recognise the difference between our times and the time of LS Lowry.

To understand the difficulties that Van Gogh and Lowry faced in their own times.

Use charcoal and pencil to create observational drawings of seeds, bulbs and plants.

Research into nature sculptures and building art that is 3D and incorporates texture.



## Geography

To create a plan of a route from school to home including points of local interest and give directions to journey along that route.

To learn how to create and read symbols on maps and follow compass directions.

To learn how to read simple coordinates on maps.

To consider provision of recreational green space in the locality and debate whether this meets local need.

To use geographical language and their knowledge of the local area to help pirates visit local shops.

Children to emerge themselves in the everyday lives and routines of life in the locality; to understand how the community operates and the role of individuals within local community

To write recounts to accompany photos of the locality and arrange to create a walk around the local area.

