

# Into The Garden

## Maths



**Properties of Shape:** Recognise 2D and 3D shapes, count the sides and vertices, learn symmetry, and count faces.

**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 an hour and hours in a day, comparing and sequencing time.

**Weight, 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

**Character Profiles** - The Secret Sky Garden.

**Non-Chronological Reports** - Using the text: The Hodgeheg by Dick King Smith

**Non-fiction** - Instructional texts, and Letter Writing: Dear Teacher by Amy Husband

**Stories by the Same Author / Significant Authors (Fiction)** - Julia Donaldson, Superworm.

**Fantastic Mr Fox** - fact file, newspaper report, poem, letter and a narrative.

**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 - Creative Skills

I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music.

Expected

I can select and link movements together to fit a theme.

I can begin to compare my movements and skills with those of others.

Emerging

I can explore and describe different movements.

## ICT

**Programming** - Scratch- We will explore a new application independently. Explain what the blocks on ScratchJr do and use them for a purpose. To recognise a loop in coding and why it is useful and use a code to create an animation of an animal moving. To be able to explain the role of the blocks in a program they have created.



**Stop motion** - Using storyboarding and simple animation creation using either tablet devices or devices with cameras.

### Design Technology

**Moving Mini-beasts:** We will explore how to construct a sliding mechanism, a lever and pivot mechanism, and finally a wheel mechanism, before applying their knowledge and understanding to design and make a moving minibeast picture for an author who is writing a book about minibeasts.

**Making Salad:** This Sensational Salads unit will explore peeling, zesting, cutting safely and applying these skills when preparing healthy dishes, children will learn key information about healthy eating and where their food comes from.

## 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 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.

To understand about their local village history of Houghton Conquest.

**Explore natural artist Giuseppe Arcimboldo:** They will explore a variety of Arcimboldo's paintings and find out what different natural materials he used to create his portraits.

## Geography

To be able to use compass points to navigate around a map.

To use aerial photographs and plan perspectives to recognise and create landmarks.

Use simple fieldwork and observational skills to study the geography of their school and surroundings.

To devise a simple map and use and construct basic symbols in a key

To design a map, referring to key human features.

To create a 3D map using their town designs.



## Music

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