

QUESTION: WHAT TREASURES COME FROM A SEED?

Year 1 Pisky Cove/ Porthpean	Week: 1 16/4/18	Week: 2 23/4/18	Week: 3 30/4/18	Week: 4 7/5/18	Week: 5 14/5/18	Week 6 21/5/18	Half term Week 28/5/18
Outcomes.	Settling back into classroom after Easter		Making own mini garden (link with science) (Mrs Cameron?)			Transplanting plants grown into flower beds and replanting ready for Woodland House pots.	
Special Events/ Launch Day / Visitors.	<u>Launch day</u> dressing up as gardeners; plant seeds; decorate flower pots; nature trail; make paper flowers.						
Peer critique.				Peer Critique – Instructions on how to plant a seed.			
English	Context: Learning and telling a garden themed story. Humbugs by Alan Brown. IALT: listen attentively to a story and contribute some relevant ideas - discuss word meanings, - understand the story by drawing on what I already know – make inferences based on what is being said and done - predict what might happen next based on what has already been read - participate in discussion about what is read to me, taking turns and listening to what others say - explain my understanding of what is read to me. SPAG Ing endings Red words – there, lived, blue, his, come, but	Context: Learning and telling a garden themed story. Humbugs by Alan Brown. IALT: - hold a pencil comfortably and correctly - write sentences by saying out loud what I am going to write - sequence sentences to form short narratives - discuss what they I have written with the teacher or other pupils - use capital letters and full stops to demarcate sentences SPAG Ed endings Red words – One, little, want, many,go, friends	Context: Learning and telling a garden themed story. IALT: Humbugs by Alan Brown. IALT: - hold a pencil comfortably and correctly - write sentences by saying out loud what I am going to write - sequence sentences to form short narratives - discuss what they I have written with the teacher or other pupils - use capital letters and full stops to demarcate sentences SPAG	Context: Instructions on how to plant a seed. IALT link what I read or hear read to my own experiences - discuss word meanings, linking new meanings to those already known - participate in discussion about what is read to me, taking turns and listening to what others say - explain my understanding of what is read to me.	Context: Instructions on how to plant a seed. IALT – - hold a pencil comfortably and correctly - write a sentence by saying it aloud first - discuss what I have written with a teacher or other pupils - use capital letters and full stops to demarcate sentences.	Context: Plant/seed poetry. IALT: listen attentively to a story and contribute some relevant ideas - discuss word meanings, - participate in discussion about what is read to me, taking turns and listening to what others say - explain my understanding of what is read to me.	
Maths	Context: Number Multiplication and Division Reinforce multiples of 2, 5 and 10 to be included. Count in 10s Make equal groups Add equal groups	Context: Multiplication and Division Reinforce multiples of 2, 5 and 10 to be included. Make arrays Make doubles Make equal groups - grouping Make equal groups - sharing	Context: Number: Multiplication and Division Reinforce multiples of 2, 5 and 10 to be included. Make arrays Make doubles Make equal groups - grouping Make equal groups - sharing	Context: Number: Fractions recognise, find and name a half as one of two equal parts of an object, shape or quantity	Context: Number: Fractions recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Geometry: Position and Direction describe position, direction and movement, including whole, half, quarter and three quarter turns	

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Science	Context: Planting seeds. IAL what seeds need to grow.	Context: Parts of a plant. IALT describe the structure of a plant.	Context: Sorting & investigating different seeds. (Link with maths – counting in 5's & 10's). IALT recognise that all seeds are different.	Context: Making own mini garden (link with DT). IALT use what I have learnt about plants.	Context: Monitoring the growth of plants. IALT observe closely. IALT use what I see to talk about how my plant has grown.	Context: Monitoring the growth of plants. IALT observe closely. IALT use what I see to talk about how my plant has grown.	
History/ Geography	Context: (Geog) Exploration of the school grounds. IALT use the correct vocabulary to describe my environment. (school grounds).	Context: (Geog) Preparing to create a simple map. (Link DT). IALT create a simple map using natural materials. (One big map per class outside.Take photos of map).	Context: (Geog) Creating a simple2D map. IALT create a simple map of the school grounds.	Context: (History) Plant hunters. IALT find out about plant hunters in the past. (individuals who have contributed to the nation, George Forrest, Lobb brothers, Marianne North).	Context: (History – link with science) Plant hunters. IALT identify a variety of common plants.	Context: (History – link with science/Art) Plant hunters. IALT observe closely. IALT create a piece of art as a response from an experience.	
ICT	Context: Use directional vocabulary (link with Geography). IALT follow simple instructions.	Context: Use directional vocabulary when creating our map. (link with Geography). IALT follow simple instructions.	Context: May Day dancing (link with PE) IALT follow simple instructions.	Context: Using a programmable robot (Beebot). IALT programme linear scenarios. (Children to design a 10cm x 10cm grid for Beebot to travel on).	Context: Using a programmable robot (Beebot). IALT programme linear scenarios. (Children to use grid to design garden on top for Beebot to travel on).	Context: Using a programmable robot (Beebot). IALT know that everyday devices respond to commands. (Use Beebot app & record real Beebot's route/programme using arrow cards. Photos)	
PE	<p style="text-align: center;">Net & wall (outside)</p> <p style="text-align: center;">Swimming (inside)</p>						
Spanish	Answering the register using topic-focused Spanish language Wow (word of the week): el jardín (the garden)	Wow (word of the week): Una hoja (a leaf)	Wow (word of the week): Las semillas (the seeds)	Wow (word of the week): Las plantas (the plants)	Wow (word of the week): Una maceta (a flower pot)	Wow (word of the week): Una flor (a flower)	
RE	Context: Listen to stories about Jesus and his friends. IALT talk about my friend say and how they make me feel.	Context: listen to stories about Jesus and his friends. IALT talk about friendship and how important it is.	Context: Listen to a story about Jesus healing a blind man. IALT: talk about how the person felt and what it meant to him.	Context: Listen to stories about Jesus healing. IALT:think about how the person felt before and after the experience.	Context: family and friends. IALT describe my family. Consider the different strengths of each family member.	Context: family and friends.	

