

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	<p>Context: Learning and telling a garden themed story. Humbugs by Alan Brown.</p> <p>IALT:</p> <ul style="list-style-type: none"> 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. <p>SPAG</p> <p>Ing endings</p> <p>Red words – there, lived, blue, his, come, but</p>	<p>Context: Learning and telling a garden themed story. Humbugs by Alan Brown.</p> <p>IALT:</p> <ul style="list-style-type: none"> - 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. <p>SPAG</p> <p>Ed endings</p> <p>Red words –</p> <p>One, little, want, many, go, friends</p>	<p>Context: Learning and telling a garden themed story. IALT: Humbugs by Alan Brown.</p> <p>IALT:</p> <ul style="list-style-type: none"> - 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 <p>SPAG</p>	<p>Context: Instructions on how to plant a seed.</p> <p>IALT link what I read or hear read to my own experiences</p> <ul style="list-style-type: none"> - 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. 	<p>Context: Instructions on how to plant a seed.</p> <p>IALT –</p> <ul style="list-style-type: none"> - 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. 	<p>Context: Plant/seed poetry. IALT:</p> <ul style="list-style-type: none"> 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	<p>Context: Number</p> <p>Multiplication and Division</p> <p>Reinforce multiples of 2, 5 and 10 to be included.</p> <p>Count in 10s Make equal groups Add equal groups</p>	<p>Context:</p> <p>Multiplication and Division</p> <p>Reinforce multiples of 2, 5 and 10 to be included.</p> <p>Make arrays Make doubles Make equal groups - grouping Make equal groups - sharing</p>	<p>Context: Number:</p> <p>Multiplication and Division</p> <p>Reinforce multiples of 2, 5 and 10 to be included.</p> <p>Make arrays Make doubles Make equal groups - grouping Make equal groups - sharing</p>	<p>Context: Number:</p> <p>Fractions</p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p>	<p>Context: Number:</p> <p>Fractions</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p>Geometry:</p> <p>Position and Direction</p> <p>describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	

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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>Net & wall (outside)</p> <p>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.	

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						IALT to say what you need to make a happy family – Head shoulders knees and toes song – change the words.)	
Art/DT	Art: Context: decorate flower pots; nature trail; make paper flowers. IALT create art from my imagination.	DT Context: Preparing to create a simple map. (Link with Geog). IALT create a simple map using natural materials. (One big map per class outside.Take photos of map).	Art: Context: Famous plant painters. IALT look at the work of a famous artist. (Marianne North) IALT work with a variety of brushes to create marks.	Art: Context: Famous plant painters. IALT look at the work of a famous artist.(Marianne North) IALT work with a variety of brushes to create marks.	Art: Context: Collage using seeds and pulses in the style of Andy Goldsworthy. IALT to explore a range of materials. (Use the seeds from science in week 3)	Context: (Art – link with history/science) Plant hunters. IALT observe closely. IALT create a piece of art as a response from an experience.	
PSHE/ Wellbeing/ Values	Context: (Alternate class values & RE assemblies each week) - This term's value						
EYFS	<p>In order to support those children who did not achieve a Good Level of Development in FS we will plan activities for each week. We will respond to the needs and interests of the children on a weekly basis.</p> <p>However tasks will include – sand tray activities, water tray activities, playdough, fine motor skill activities, gross motor skills activities, role play with an adult to model good speaking and listening, opportunities for independent writing, listening to music, singing, filming, counting, calculating – these opportunities will be provided as independent play with supporting adults to encourage the extension of ideas.</p>						