

<p><u>Links to Prior Learning</u></p> <p>Describe position Ordering items by length or weight Ordering and sequencing events Write labels and captions Experiment to create different textures Use simple tools Look closely at similarities, differences, patterns and change Use simple tools to effect changes to materials Show understanding of the need for safety and transporting equipment safely Extend vocab especially grouping and naming</p>	<p><u>Substantive Knowledge</u></p> <p>Identify and name a variety of common wild and garden plants including deciduous and evergreen trees and identify the basic structure of a variety of common plants including trees Compare the differences between things that are living, dead and things that have never been alive Identify that most living things live in habitats to which they're suited and describe how habitats provide for the basic needs of plants and how they depend on each other (Science) Identify and name a variety of plants in their habitats 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 (Science)</p>	<p><u>Cultural Capital</u></p> <p>Book: The Secret Garden Art: Mark Quinn Music: Understand why living things need to survive and how to protect them Understanding of the world around us</p>
<p><u>Scented Garden!</u></p> <p>Yr 1/2</p>		<p><u>Key Vocabulary</u></p> <p>Deciduous, Evergreen Seeds, Bulbs Season Leaves, Roots, Petals, Trunk, Stem Blossom Common Rare Plants to identify: clover, conker tree, stinging nettles, daisy, buttercup, dandelion, oak tree</p>
<p><u>Key Questions</u></p> <p>What makes plants grow? What is a lifecycle? Do plants ave them? Do the seasons affect plants? Why do some plants have big leaves? Why do some trees lose their leaves?</p>	<p><u>Disciplinary Knowledge</u></p> <p>Asking and answering questions – investigating – observing – equipment & Measuring – identifying & Classifying – Recording & Reporting – Analysing Data - Drawing Conclusions (Science) Design – Make – Evaluate – Cooking and Nutrition (DT cook with home grown veg - coleslaw) Developing ideas – techniques – Appreciating – Evaluating (Art, observational drawing & 3D sculpture) Map Skills – Mapping – Positioning – Data/Fieldwork (Geography) Listening – Composing (Music – plant/growing theme)</p>	
<p><u>Throughout</u></p> <p>Seasonal Change</p>		<p><u>Discrete</u></p> <p>Y1 Forest School, SRE, PSHE – What makes a good citizen? Similarities and differences Healthy lifestyles. SRE (including consent). RE – Y1 God What do Christians believe God is like? & Introduction to Judaism Do we need shared special places? Does it feel special to belong? Who do I believe I am? RE – Y2 Can stories change people? Multi faith unit & How should we spend the weekend? Multi faith unit.</p>

<p><u>Maths Links</u> Measuring (height of plants) choose and use appropriate standard units to estimate and measure lengths/height solve problems with addition and subtraction</p>	<p><u>English Links</u> Jack and the beanstalk Bean plant diary</p>
<p><u>DT tools and techniques</u> Cutting (vegetable knife) Peeling (peeler) Grating (grater)</p>	<p><u>Art tools and techniques</u> Observational drawing of plants and flowers 3D sculpture – wire/willow/tissue paper flowers using observational drawings as starting point for design</p>
<p><u>History knowledge to be remembered</u> N/A</p>	<p><u>Evaluation 2019/20</u> This topic was not taught in school due to Covid-19</p>