

	Year One SPRING TWO OVERVIEW Topic: Plants Key Text: ‘The Extraordinary Gardener’ by Sam Boughton and ‘The Tin Forest’ by Helen Ward and Wayne Anderson Additional Texts: Instructions/ Recipes Key Curriculum Drivers: Science - Plants Trips: Kew Gardens					
Subject	Week 1 19.02.24 (4 days)	Week 2 26.02.24	Week 3 04.03.24	Week 4 11.03.24	Week 5 18.03.24	Week 6 25.03.24 (4 days)
Trips			Local Walk – garden plants World Book Day	School grounds walk	Kew Gardens	
Literacy	THE EXTRAORDINARY GARDENER WOW - treasure box filled with grey things Create a grey, blue, black & white cityscape. LO: I can say what I want to say before I write it Lesson 2: LO: I can use the word ‘and’ to join words and clauses.	THE EXTRAORDINARY GARDEN WOW – cut open an apple – reveal seed LO: I can write more than one sentence about an idea.	THE EXTRAORDINARY GARDENER WOW – letter from Joe LO: I can use my ideas to write a short narrative I can write more than one sentence about an idea.	THE EXTRAORDINARY GARDENER WOW - treasure box now filled with flowers etc... Children make and then add flowers and plants to their cityscape LO: I can write more than one sentence about an idea.	Assessment Piece: LO: I can use my ideas to write a short narrative I can write more than one sentence about an idea	WOW – making their own smoothie LO: I can write instructions in the right order
SPaG		-er	World Book Day activities	Question Marks What do you want to find out about Kew Gardens?	Compound words	

Geography	<p>Where is London located?</p> <p>To appreciate scale, and describe where London is located using Map of UK and various sources including a globe using locational language.</p>	<p>What is the difference between urban and non-urban?</p> <p>Identify, name the key landmarks/human features of London from a range of sources. Describe the location of our school on a map.</p>	<p>Why are there not many wild animals in our local area?</p> <p>Distinguish between human and physical features. What might the impact of this feature be? (e.g. noise, pollution, wildlife) Discuss a non-fiction and fiction book and a nonfiction book and discuss, using accurate sources about physical/human features.</p>	<p>Are there more physical or human features where we live?</p> <p>Recognise human and physical features from the local area (on a fieldwork trip) such as a fire station, school, homes, library, police station, trees, land, lakes and woodland.</p>	<p>What is the best form of transport in London?</p> <p>Correctly identify a category or purpose/materials/location using a key (e.g. human/physical, or transport/residential). Use directional language to describe locations and journeys between these places.</p>	<p>How is the UK different compared to the desert?</p> <p>Describe where they live/local area, using terms learnt previously and making reference to fieldwork/enquiry question, or to make comparisons with other places.</p>
Science Plants	<p>Explore, identify, group and classify: What is a plant? How are they different?</p> <p>Activity: look for plants in the local area.</p> <p>Plant a bean.</p>	<p>Pattern seeking: Do all plants have the same parts?</p>	<p>Research: wild plants in the local environment.</p>	<p>Research: garden plants in the local environment.</p>	<p>Pattern seeking and researching: looking at evergreen and deciduous trees in the local environment. How are the leaves different?</p>	
Maths	<p>Addition and subtraction within 20</p>	<p>Addition and subtraction within 20</p>	<p>Place Value within 50</p>	<p>Place Value within 50</p>	<p>Mass & Volume</p>	<p>Mass & Volume</p>
Phonics	<p>Year 1 Spring 2 Week 1</p>	<p>Year 1 Spring 2 Week 2</p>	<p>Year 1 Spring 2 Week 3 Plug the gaps Assessment</p>	<p>Year 1 Spring 2 Week 4</p>	<p>Year 1 Spring 2 Week 5</p>	<p>End of Spring 2 Assessment</p>
PSHE	<p>To identify who their friends are and to understand how they can have lots of different friends including adults</p>	<p>To know how to resolve a conflict between friends</p>	<p>To know that hurtful behaviour is not acceptable and how to report it</p>	<p>To know the difference between secrets and surprises</p>	<p>To understand that there are different types of families</p>	<p>To know who can help when we feel unhappy or unsafe</p>

RE Stories	To understand why books are special to people	To name a book that is special to them and explain why	To understand why these writings are important and special to the various religious communities	To understand why these writings are important and special to the various religious communities	To understand that there are similarities and differences both within and between religions on how the sacred texts are used to inform beliefs.	To hear and/or read a variety of religious stories about people, their words, beliefs and practices, and realise why they are important.
Art PPA Printing		To explore the class environment and take rubbings of textures using wax crayons. To make a collage using the textures I have collected.	To print using found and natural objects.	To print using found and natural objects.	To use repeat pattern printing to create a flower shape.	To use repeat pattern printing to create a flower shape.
Extra Art in class	Pencil sketch plants from observation	Explore the artwork of Georgia O'Keeffe Create closely watercolours and pastels of flowers	Explore the artwork: Poppies Isles of Shoals by Childe Hassam Create pastel drawings of a field of wild flowers	Explore artwork by Van Gogh Create paintings of wild and garden plants	Create mixed media fruit and vegetable pictures from observation	
DT Kapow Cooking Skills					1. Fruit or vegetable? 2. Where fruit and vegetables grow	3. Smoothie ingredient tasting 4. Making smoothies
PE	Teacher: Yoga – To explore yoga and mindfulness Coach: Team Building- To co-operate and communicate with a partner to solve challenges	Teacher: Yoga – To be able to copy and remember poses Coach: Team Building- To explore and develop teamwork skills.	Teacher: Yoga – To develop flexibility when holding poses. Coach: Team Building- To develop communication skills.	Teacher: Yoga – To develop balance whilst holding poses Coach: Team Building- To use communication skills to lead a partner	Teacher: Yoga – To create yoga poses using a hoop. Coach: Team Building- To plan with a partner and small group to solve problems.	Teacher: Yoga – To create a yoga flow with a partner. Coach: Team Building- To use teamwork to solve challenges.

Music Rhythm Works & Water Music	To learn a vegetable song, clapping and playing vegetable rhythms	To learn a vegetable song, clapping and playing fruit polyrhythms	To sing the vegetable song, playing the rhythm clock game	To compose a soundscape using percussion instruments	To compose a soundscape using percussion instruments	To polish and perform their soundscape using percussion instruments
Integrated activities	Building with Lego Sketching buildings/ charcoal/ oil pastels - using blues & greys Building a city with blocks Junk box: Cranes/ cars/ diggers - moving parts Fine motor: Cut & stick digger - split pins?	Creating tissue paper and fabric scrap flowers Children draw an imaginary plant - challenge: describe the plant	Painting fruits and veg still life - Explore using different brush techniques Mother's day cards Junk box - tree house	Painting fruits and veg still life – Experiment with repeating a variety of marks to create texture	Science: Make an identification poster of trees - showing leaves and seeds/ nuts etc... Printing with fruits & veg	Science: Draw a plant and label the parts – roots, stem, leaves, flower