

Green Grangers

Week 1 and 2

ICT— Can you describe some music?

Science—Are all trees the same?

Science- Are all seeds the same?

RE- What is Maundy Thursday?

Science—What plants can we grow?

RE— What is Palm Sunday?

Science — What does a bean need to grow?

ICT— creating a rhythm pattern with an instrument

Literacy -

Children will be learning about the environment around them. They will learn about plants and what they need to grow as well as using the theme as a vehicle for all creative, literacy and knowledge and understanding.

Grange View C.E Primary School



KUW

Geography –
Gather information:
Use basic observational skills
Carry out a small survey of the local area/school
Ask and respond to basic geographical questions
Ask a familiar person prepared questions

Sketching: Create plans and raw simple features in their familiar environment

Audio/Visual
Use a camera in the field to help to record what is seen

Making maps Draw or make a map of real or imaginary places (e.g. add detail to a sketch map

Science
Working scientifically:
Asking simple questions and recognising that they can be answered in
different ways

Year 1: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.

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 stoy healthy. Identify and name a variety of plants and animals in their habitats, including microhabitats.

RE— To frow that Easter is important to Christians because it celebrates the resurrection of Jesus. Septicial forms as a special and happy time of the year involving special stories; events, arrefacts and reductions, dithody it is precaded by a solemn time when Christians prepare for and reflect on the concernion of their founder. To know that the Bible is the main source for information about Jesus' credition and resurrection.

KUW — Skills based objectives to focus on: Geography Skills—Knowledge (including map knowledge)

History Skills - Understanding (historical concepts) Revelades Distorical contest) Restorial Contest: Central by and Diviginatory that are significant nationally or globally

Process of enquiry (historical skills of enquiry)
Ask and investigate questions

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Seasonal changes:
Observe changes during the four seasons
Describe the Weather desociated with the seasons and the day length.

ICT — Experiment with pitch using a computer on Chrome Music Lab

Science—Are bees important?

Science—Are bees habitats important?

RE— Why do Christians celebrate Good Friday?

ICT— Exploring notes and tempo

Science—What are the different parts of plant called?

RE-Do Christians have Easter traditions?

Mathematical Development

Multiplication and Division Count in 2s, 3s, 5s and 10s

Recognise, make and add equal groups Make arrays Multiplication number sentences

Doubling and halving 2, 5 and 10 times tables Dividing by 2, 5 and 10.

Length and height

Measure length using objects and in centimetres and metres Compare and order lengths and heights

Mastery opportunities for maths: - To read scales for maps

PSHE

Living in the wider world

What can we do with money?

Geographical Literacy:
Cause and effect—Multi-causal explanations:
There are many reasons why...
There are many causes of...

One reason...

Another reason. This caused because

<u>Location and place:</u> Significance of location

Because it is very cold/hot/rich/poor...
As a result of...

<u>Change:</u> There are many differences between... One difference is...

Creative Development

Art
To know about the work of a range of artists
To use drawing, painting and sculpture to develop are share their ideas, experiences and

imagination.
Art and Design skills Applying techniques:
Painting (colour)
Y1: use paint to show ideas, painting pictures of settings
Recognise worm and cold colours
U2: create washes to form backgrounds
Link colours' to natural and mammade objects

DT
To design purposeful, functional, appealing products for themselves and other users based on design criteria.

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Design and technique side:—Developing, diaming, communicating:
71: capian what they are making and which nationals they are using Use drawings to record idease at they are developed.

Design and technique side of the proof developed and the side of the side of

Creative Development Music—Charanga:

I wanna play in a band. To use their voices expressively and

creatively by singing songs and speaking chants and rhymes. To play tuned and unturned instruments

Communication Language and Literacy

Fiction writing: Character/setting descrition. Model text-Voices in the park. Non-fiction writing: Non- Chronological report. Animal Fact files (Read, write, perform)

SPAG: Year 1:

Laoring spaces between words
Joining words and joining clauses using and
Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Suring a capital letter for names of people, places, the days of the week, and the personal pronoun T

fixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

Sentence
How words can combine to make sentences

Separation of words with spaces <u>Year 2:</u>
Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Expanded noun phrases to describe and specify (for example, the blue butterfly)

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The present and post tenses correctly and consistently including the progressive form

Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Some features of written Standard English

<u>Word</u> Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs

Sentence
Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
How the grammatical patterns in a sentence indicate its function as a statement, question,
exclamation or command

Punctuation
Abostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Week 5 and 6

Literacy -

ICT— Create a piece off music on Chrome Music Lab. Science- What is the difference between fruits and vegetables?

RE— Why is Easter Sunday celebrated?

ICT— reviewing and editing our music

RE— How and why do Christians celebrate Easter?

Physical Development

Moving in different ways

NUFC-teamwork



Communication Language and Literacy
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Stories that raise issues and dilemmas —reading, studying and then writing own

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Persuasive Texts—reading, studying and then writing own persuasive texts

Using a range of media to create oral and visual versions of persuasive texts

Big writing—working on target: To write imaginative and thoughtful texts.

SPAG: Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

ICT—School 360—logo
To develop and refine ideas by bringing together and organizing text, images and sound as appropriate
To be sensitive to the needs of the audience and think carefully about the content
To talk about what they could improve in future work