

Year 1&2

Spotlight  
on nature!

# How does it grow?



# Key Questions

Where did it begin?

What is a topiary?

What is it similar to?

How does it survive?

How does it grow?

Could you describe it?

How is it different from a forest?

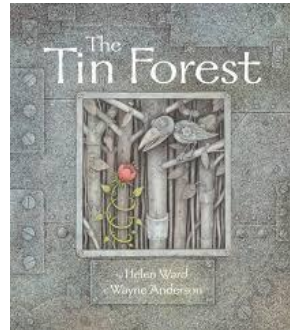
What is a Night Gardener.?



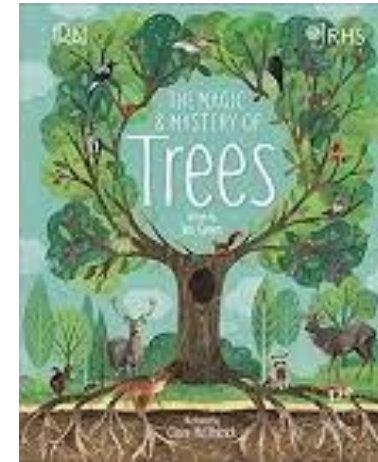


# High Quality Texts

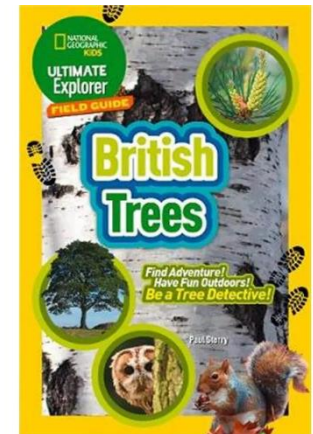
## Fiction



## Core Texts



## Non-Fiction



## Rhymes and Songs

Learn and sing 'The tree is in the wood' focusing on rhythms. *See Music curriculum resources on Teachers.*

## Multi-media

Padlet: <https://padlet.com/aharker4/how-does-it-grow-47d1x8hoysfxnnes>  
Explorify

## Writing Features

Year 1  
Spring Term 2

*I can form lower-case letters in the correct direction, starting and finishing in the right place.*

*I can use suffixes – ing, ed, er, est where no change is needed in the spelling of root words.*

*I can form the digits 0 – 9 correctly.*

*use subheadings*

*I can segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically plausible way.*

*I can begin to use other punctuation such as exclamation and question marks.*

*I can sometimes use past, present and future tense accurately in my writing.*

*I can use the personal pronoun 'I'.*

*be clear and understand*

*write effectively and coherently for different purposes*

*Make links to real life*

**Audience and Purpose:**  
**Class museum**

*I can spell some common exception words correctly.*

*I can read my writing aloud so it can be heard by others and check it makes sense*

*Inform / explain*

*Be interested*

*and, because*

*I can use a vocabulary bank to help me use interesting words and adjectives.*

*I can use capital letters and full stops mostly accurately.*

*I can leave spaces between words.*

*I can plan writing and sequence my writing to form short narratives (beginning, middle, end).*

Yellow = WTS

Green = EXS

## Writing Features

*use  
subheadings*

Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempt at others.

I can spell longer words using suffixes such as ment, ness, ful, less, ly.

**Year 2 Spring  
Term 2**

*Make simple additions and changes after proof reading*

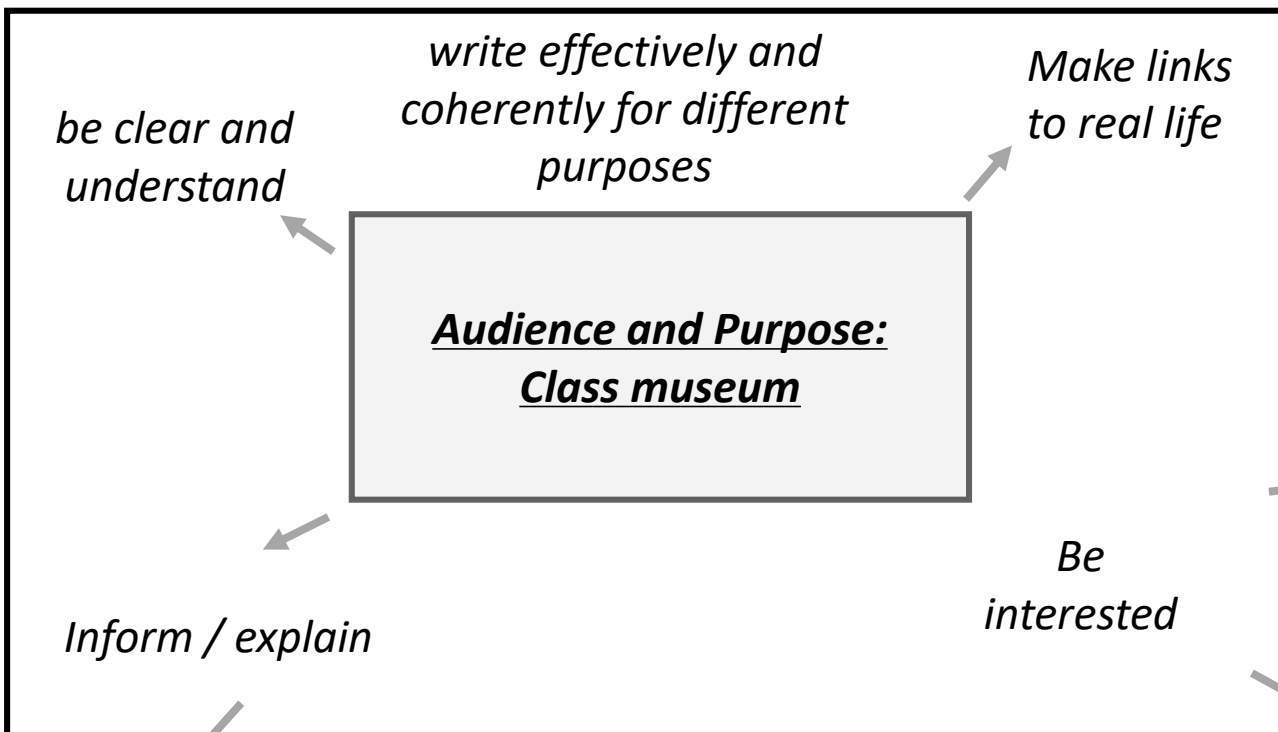
I can evaluate my writing independently, with peers and with an adult by making simple additions and corrections.

*develop stamina for writing by writing for different purposes.*

I can use capital letters for the personal pronoun I and for proper nouns.

*I can use  
spacing  
between  
words.*

*Use exclamation and question marks to demarcate sentences*



I can spell common exception words.

I can use expanded noun phrases to describe, expand and specify.

Use thoughtful and sometimes ambitious vocabulary.

I can use subordination (when, if, that or because)

I can use present and past tenses correctly and consistently.

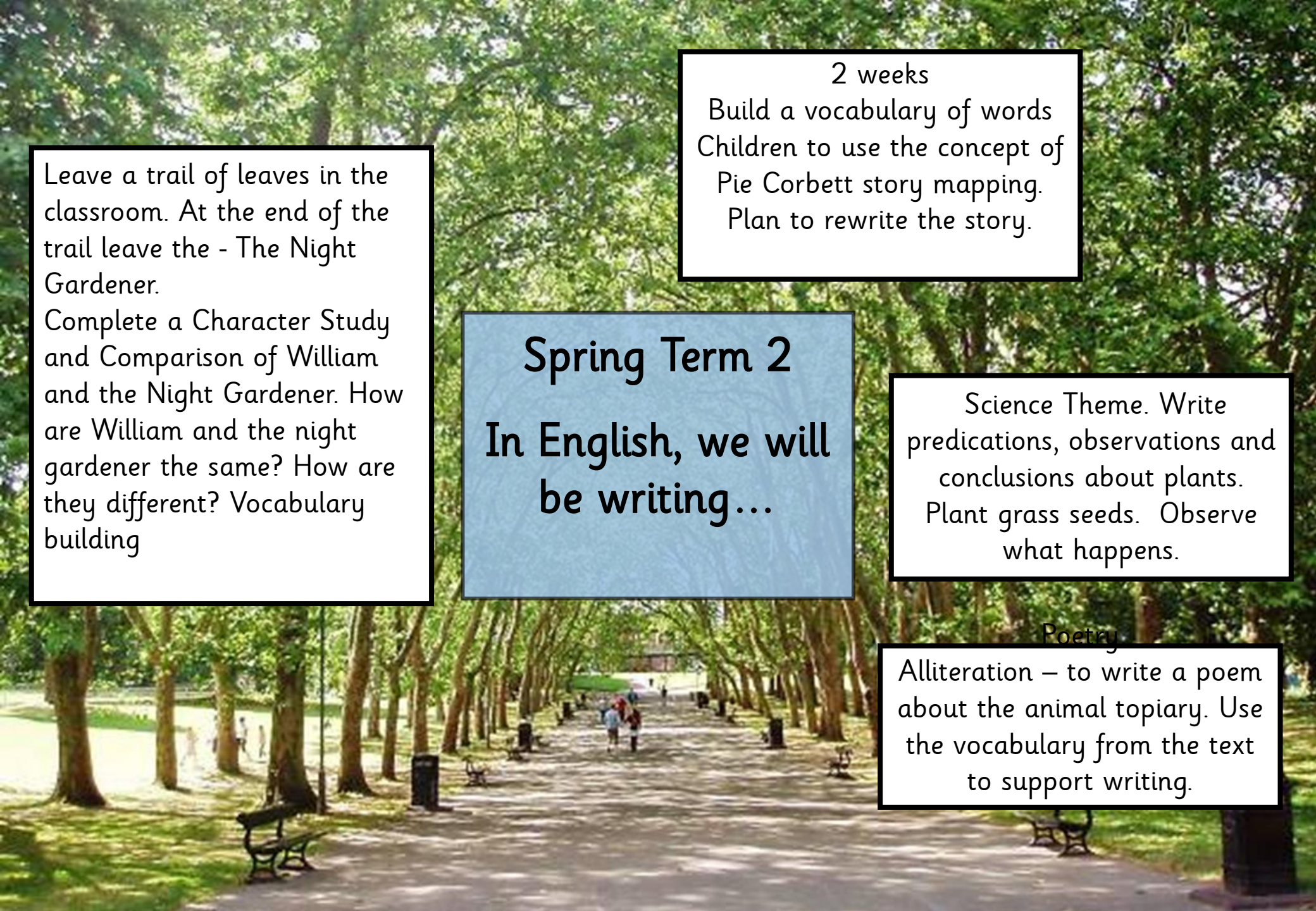
I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

I can write simple, coherent narratives about personal experiences and those of others.

Yellow = WTS

Green = EXS





Leave a trail of leaves in the classroom. At the end of the trail leave the - The Night Gardener.

Complete a Character Study and Comparison of William and the Night Gardener. How are William and the night gardener the same? How are they different? Vocabulary building

2 weeks

Build a vocabulary of words Children to use the concept of Pie Corbett story mapping. Plan to rewrite the story.

## Spring Term 2

### In English, we will be writing...

Science Theme. Write predications, observations and conclusions about plants. Plant grass seeds. Observe what happens.

Poetry

Alliteration – to write a poem about the animal topiary. Use the vocabulary from the text to support writing.



## Topic Specific Vocabulary

|           |  |
|-----------|--|
| trunk     | The main body of the tree.   |
| branch    | Part of the tree that grows out from trunk.  |
| gardener  | Someone who cares for plants.  |
| crown     | Top part of the tree.  |
| bark      | Trees that change throughout the seasons.<br>The leaves change colour, fall off and then grow again. |
| sculpture | This is a 3D creative structure.   |
| acorn     | The fruit of an Oak tree.  |
| conker    | The hard, shiny dark brown nut of a horse chestnut tree.   |
| topiary   | Trees or bushes cut into shapes.   |
| prune     | To cut excess growth on plants of trees.   |
| bloom     | The flowering part of a plant.(noun). Or<br>for the flowers to open(verb).                           |

deciduous Leaves change colour and fall depending on the season.

adjectives:  
arched  
magical  
playful  
magnificent  
masterpiece  
pretty  
friendly



Allium



Foxglove



Norway Maple



Birds foot trefoil



Beech



Oak



Silver birch



Whitebeam



# Local plants

## Knowledge Mat

## Sticky Knowledge

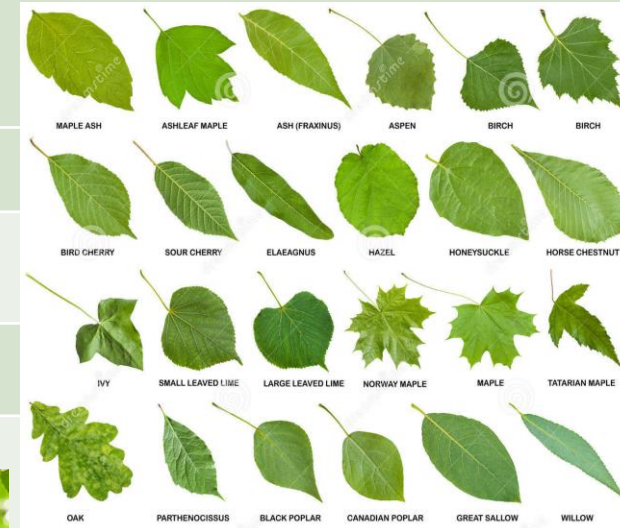
Parks and woods are rich **habitats**, home to thousands of species of animals. Trees and woods provide shelter, warmth, food and safe places to hide and to look after **offspring**.

In a wood, there are four layers of plants. **The canopy** is made up of the leaves and branches of the tallest trees.

The **understory** or **shrub layer** is the plants below the canopy from smaller trees or shrubs that grow in low light.

The **herb layer** comes next. Plants that grow here depend on how open the canopy is - many need gaps of light to grow.

The **ground layer** is the forest floor filled with mosses, fungi, old rotten leaves and branches.



Stinging nettle



Woodland Moss

Dear Parents and carers,  
Here is our topic for this half term. Please also see the Creative Homework sheet for ideas about supporting your child's Learning Journey. Have Fun!

### Wow Event/Hook

A letter from William

### Topic Outcome

Showcase Museum

### As Readers we will:

I know which parts of words can be decoded using phonics.  
I know how to blend sounds in unfamiliar words based on known GPCs  
I know how to read words with familiar endings - 's, es, ing, ed, er, est' endings.  
I know how to divide words, for example, pocket, rabbit, carrot, sunset into syllables.  
I know how to read phonically decodable texts with confidence.  
I know how to retell key stories.  
I know how to say what I like or dislike about a book.  
I know how to use prior knowledge to understand texts.  
I know how to make predictions about based on the events in the story.  
I know how to identify unfamiliar words and ask about meaning.

### As Authors we will:

I know how to form some lowercase letters and some capital letters in the correct direction, starting and finishing in the right place.  
I know how to segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically plausible way.  
I know how to use suffixes – ing, ed, er, est where no change is needed in the spelling of root words.  
I know how to use capital letters and full stops mostly accurately.  
I know how plan writing and sequence my writing to form short narratives (beginning, middle, end).  
I know how to use past, present and future tense accurately in my writing.  
I know how to use a vocabulary bank to help me use interesting words and adjectives.

# Sharing our learning



### As researchers we will:

I know how to use iPads to retrieve and present information about our topic.

### As a computer expert we will:

I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.) I can use technology safely and respectfully.  
I know about the dangers online.  
I know how to keep personal information private.  
I know how to identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.

### As Artists/Designers we will:

I know how to develop and share my ideas, experiences and imagination using  
- sculpture: a range of tools and materials to explore scale, installation, natural materials, thinking about form,  
- drawing: exploring digital media, mark-making, different start points, adding detail and clear outlines/ shapes, on different surfaces and scales, for a range of purposes.  
I know how to create texture, e.g through making bark rubbing and patterns using printing.  
I know where a range of fruit and vegetables come from, how to sort foods, identify healthy diets, prepare simple dishes safely and hygienically, using techniques such cutting, peeling and grating.

## Year 1 Spring Term 2

### As Scientists we will:

I know the names of a variety of common wild and garden plants, including deciduous and evergreen trees.  
I know the parts of a plant: the petals, stem, leaves and roots.  
I know the name of parts of a tree: roots, trunk, branches and leaves.  
I know how to observe changes across the four seasons.  
I know how to observe and describe weather associated with the seasons and how day length varies.  
I know how to observe closely, using simple equipment.

### As PE superstars (Health & Fitness):

I know why I feel changes to my body when I exercise.  
I know why exercise is important for good health.  
I know how to use equipment appropriately, move and land safely.  
I know how to describe how and why my body changes during and after exercise.

### As Musicians we will:

I know how to listen with concentration and understanding to a range of high-quality live music  
I know how to listen with concentration and understanding to a range of high-quality recorded music.  
I know how to play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.

### As Mathematics we will –

#### Money –

I can count in 2s, 5s and 10s  
I have a basic understanding of the value of coins  
I can use addition and subtraction strategies in context I know how to count on a number line and use the part whole and bar models.

### As RE experts we will:

I know what we can learn from sacred books?  
I know how and why we celebrate special and sacred times?



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### Wow Event/Hook

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### Topic Outcome

Showcase Museum

### As Readers we will:

I know that the same grapheme may be read in different ways.  
I know how to recognise alternative graphemes.  
I know how to use other strategies to support fluent decoding.  
I know how to read most common exception words.  
I know how to retell stories with the key events and the characters in the correct sequence.  
I know how to identify the purpose of a book or a text.  
I know how to find information in a non-fiction book.  
I know how to find answers to retrieval questions about stories, poems, or non-fiction texts.  
I know how to read most words accurately without overt sounding and blending.

### As Authors we will:

I know how to form some lowercase letters and some capital letters in the correct direction, starting and finishing in the right place.  
I know how to use suffixes – ing, ed, er, est where no change is needed in the spelling of root words.  
I know how to write simple, coherent narratives about personal experiences and those of others.  
I know how to evaluate my writing independently, with peers and with an adult by making simple additions and corrections.  
I know how to spell some common exception words.  
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### As RE experts we will:

I know what we can learn from sacred books?  
I know how and why we celebrate special and sacred times?

## Year 2 Spring Term 2

### As Scientists we will:

I know how to observe and describe how seeds and bulbs grow into mature plants.  
I know how to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  
I know how to identify and name a variety of plants and animals in their habitats, including microhabitats  
I know how to observe closely, using simple equipment.

### As PE superstars (Health & Fitness):

I know why exercise is important for good health.  
I know how to describe how my body feels before, during and after exercise.  
I know how to use equipment appropriately, move and land safely.  
I know how to describe how and why my body changes during and after exercise.

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I know how to play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.

### As Mathematics we will –

#### Statistics

I know how to make tally charts.  
I know how to use pictograms and block diagrams.  
I know how to solve word problems

#### Length & Height

I know how to measure objects in metres and centimetres  
I know how to compare two lengths  
I know how to put lengths in order

#### Properties of Shape

I know how to recognise 2D and 3D shapes.  
I know how to count the sides and vertices on 2D shapes.  
I know how to count the faces, edges and vertices on 3D shapes.  
Fractions  
I know about whole and equal parts  
I know about 1/2s, 1/4s and unit fractions

# How does it grow?

## Creative Homework Spring 2 - Year 1&2

Dear Parents and carers,

This term we are learning all about Plants! Please support your child in choosing *at least one* project to complete. If you would like to do more, that would be great!

The final date to hand in the project is 29/03/23. Then the children will have a celebration day when they share the projects they have completed at home with your help.

If you have any questions, please ask your child's class teacher.

Thank you for your support.



### Project 3

Design and make a tree sculpture. You could use recycled materials.

### Project 4

Draw things in your local environment e.g daffodils. You could use paint if you have them.

### Project 5

How many different shades of green can you find? Make a green mood board using paper, magazines etc. Research some names of the shades e.g lime green.

### Project 1

Sketch your favourite animal. Can you give it a name like 'elegant elephant' or 'perfect parakeet'. Can you turn it into a topiary design?

### Project 2

Build a park out of lego or any building kits you have at home. Don't forget to take a photo and share it with your teacher.

### Project 6

Using your imagination, invent and design a tree cutting machine.