

Medium term plan-Spring 2 - How does your garden grow?

Continuous provision challenges whole class

Week	1 26/2	2 4/3 World book day 10 th Mothers day	3 11/3 St Patricks day Parents meetings	4 18/3	5 25/3 (4days) Holi Easter activities Creative workshops
Wow	Book arrives. Growing grass	Receive a packet of seeds and a letter		Visit to Church?	
Maths	Numbers to 50	Length and height	Weight and volume	multiplication	
English	Explore poetry and create own poems. Introduce the Extraordinary Gardener.	Write a letter telling Joe how to look after his seed. Gather vocabulary Time connectives and vocabulary World book day- Sharing stories.- stick man	Create a labelled picture of a tree and flower for Joe with descriptive sentences about what they might look, feel and smell like	Write a review/report of Joe's garden display.	
Phonics	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor wal	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze
Handwriting	Capital letters – C, O, G	Capital letters – Q, S	Revisit capitals and lowercase	Revisit capitals and lowercase	Revisit capitals and lowercase
Spellings	once, laugh	because, eye	Revisit	Revisit	Revisit

Time for us/ Health and Relationships

I know what I need to eat to be healthy and grow.


I know why we have to drink water

I know that I need to eat well, drink well, move well and sleep well.

R-Time - What do the children enjoy eating at home with their families?	What is healthy and unhealthy	Eat well plate – classifying and sorting, different food groups, balanced diet and plenty of water.	What people eat now and what did people eat in the past? Ask Grandparents, make comparisons.	Design a Fruit Salad- food tech link. Easter discussion- sharing special times with our families.
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Science

I know how to identify and classify. Classifying animals, materials RSPB – Big Garden Birdwatch.



I know how to observe closely, using simple equipment

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. Reference the changes in seasons throughout the year as they happen. Cross-curricular links with Vivaldi (The Four Seasons).

→ I know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

→ I know how to identify and describe the basic structure of a variety of common flowering plants, including trees.

Whole School Planters (Plant bulbs Nov-Dec)

Daffodil (bulb), Crocus (bulb), Ox Eye Daisy, Marigold, Forget-me not, Sunflower, Snap Dragon

Trees – Rowan, Elder, Sycamore, Leylandii (evergreen)



	Week 1	Week 2	Week 3	Week 4	Week 5
Zoom in Zoom Out	Green Patterns	Bumpy Eyes	Brown Scales	Do you Like Butter?	Spectacular Spheres
Odd One Out	Three Seasons	Flowers in Spring	Tall Trunks	Types of Leaves	Meadow Feast

	Observe for changes in planters around school perimeters.	Seasonal walk- stick man story	British Nutrition- Ebug activities. Name the roots, trunk, branches and leaves of a tree. Name the petals, stem, leaf and root of a plant. TAPS - Make careful observations of similarities and differences between plants? Label the basic parts of a plant?	Explore the different trees that are found in the surrounding area.	Identify and name a variety of common wild and garden plants (bingo game). Identify plants and trees. Nature hunt.
Computing	I know algorithms are implemented as programmes on digital devices. I know how to create and debug simple programs	I know how to use logical reasoning to predict the behaviour of simple programs	I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.		
	Introduce algorithms using baby shark. Use beebots to create own algorithms.	Use ipads to draw and save our work.	Use I-pads to photograph plants and trees. Use Chatterpix to record Science knowledge... I am a oak tree, I need water to grow....		
Art	→ I know how to use a wide range of art and design techniques using colour.	I know how to use drawing to develop and share my ideas, experiences and imagination.			
	-Make observational drawings of plants Observational paintings/	-Draw using observation. Being explorative mixing different hues and tones. Develop skills mixing powder paint ratio to water.-Make a colour wheel showing primary and secondary colours. Use this	Print with a range of hard and soft materials e.g corks, bottles, sponge, fruit.	Transient temporary art Make an origami flower	

	pastels/ crayon of daffodils	information to mix colours to make paintings from observation of flowers. Add highlighted and shadow areas to create depth and dimension.	-Print with food to recreate flowers.	Use skills to create easter cards- painting on eggs and garden pictures.
D&T	<ul style="list-style-type: none"> ➤ I know how to make Mechanisms: Sliders and Levers ➤ I have an understanding of contexts, users and purposes ➤ I know how to generate, develop, model and communicate ideas ➤ I know the practical skills and techniques needed to make products. ➤ I know how to evaluate using existing products ➤ I know how to make products work 			
	<p>Design, make and evaluate a greetings card (product) for family and friends (user) for Easter (purpose). Making Easter cards with sliders and lever mechanism. (See project on a page document)</p> <p>Week 2 Make mothers day cards- printing flowers</p>			
Geography	<ul style="list-style-type: none"> ➤ I will name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. ➤ I will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. ➤ I will devise a simple map; and use and construct basic symbols in a key. ➤ I will use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. 		I will identify seasonal and daily weather patterns in the United Kingdom	
	<p>Take part in a plant hunt around school to identify various plants and trees in our school grounds. Mark the different areas on a school map</p> <p>Blossom Field, Willow Garden, Hawthorn Hill, Oak Garden, Sports Zone</p> <p>Identify plants and trees in the locality. Observe local nature – Use fieldwork skills - data collection, sketches, observations.</p>		<p>Create weather diary to identify weather patterns in Chaddesden. Record in books.</p>	
History	I know about the lives of significant individuals in the past who have contributed to national and international achievements.			
Music	Music link - learn about the composer Vivaldi to develop a sense of chronology and the changing seasons. Children will understand Vivaldi's occupation and explore his interests and achievements. (16-1700s) Listen to the Spring movements from the 'Four Seasons'.			
RE	1.5 – I know what makes some places sacred?1.6 – I know how and why we celebrate special and sacred times?1.7 – I know what it means to belong to a faith community?			
		St Patricks	Christianity – Learn about the Easter celebration. Relate their emotions to the Easter story. Christianity – begin to learn about religious symbols, artefacts, places and practices (prep for church visit) Visit to St Mary's Church. Learn	

			about some of the features of a church and what they are used for. Identify and explain the meaning of religious symbols.	
Construction/small world	Garden Centre Flower Shop Create your own garden			
Real Maths shop	Garden centre			
Music	I know how to use my voice expressively and creatively by singing songs	I know how to play tuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.	I know how to play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.	I know how to respond musically to recorded/live music using the inter-related dimension of pulse/beat, rhythm and pitch
	Sing 'Pretty Trees all around the world – to sing a response accurately. Focus on controlling pitch by matching what they hear. pretty trees around the world - Bing	Create rhythm patterns using topic vocabulary – plant/tree names playing untuned instruments – shakers, claves. Begin by copying teacher, ext – create own patterns	Create patterns using topic vocabulary – plant/tree names playing tuned instruments – chime bars, pitched bells Begin by copying teacher, ext – create own patterns	Use names of plants/trees and planets to create and perform a word-pattern chant eg daff-o-dil, oak, pan-sy, for-get-me-not. Use picture cards/names/symbols to denote patterns.
PE	REAL PE – Creative – Unit 4 I can explore and describe different movements. I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.			