

Year 1 and Year 2

How does your garden grow?



Receive a  
packet of seeds  
for children in  
school to plant.

End of topic  
celebration –visit  
to Chaddesden  
woods

# How does your garden grow?

Why do we need plants?

What do plants need to grow?

What does a gardener do?

What plants are growing in our school and local area?

Where do seeds come from?

How many types of tree are there around our school?

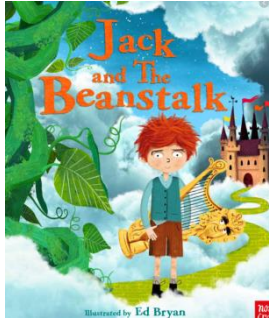
How could you create your own garden?

Do plants only grow in Spring and Summer?

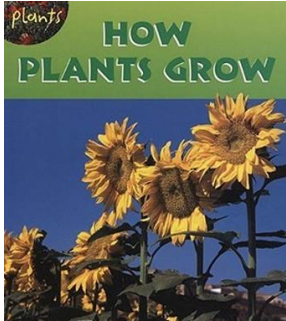
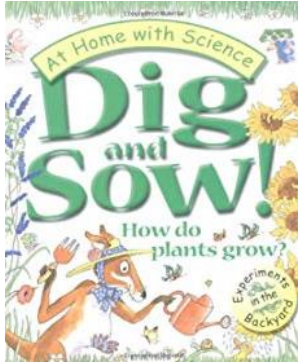
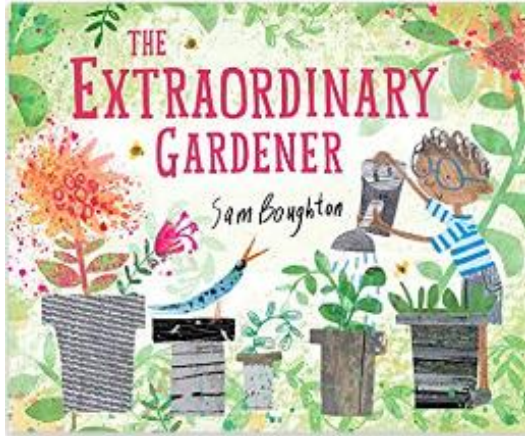


# Resource Hub Year 1 and 2

Fiction

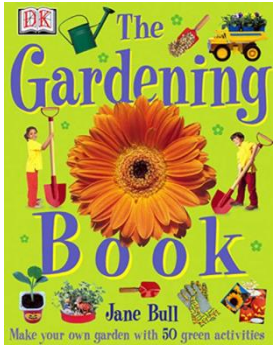
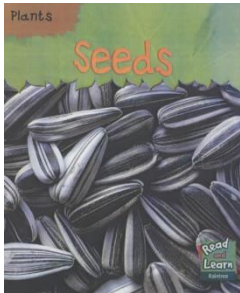
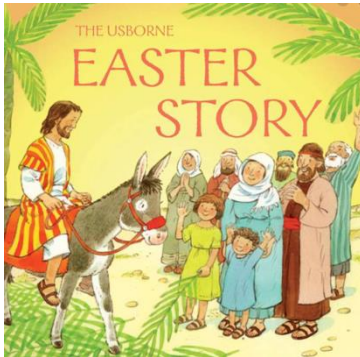
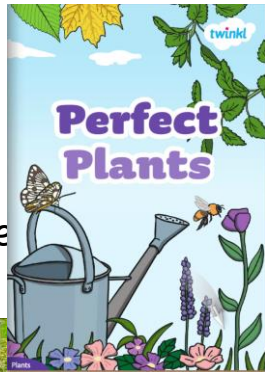


Core Texts



Multi-media

Cbeebies- Maddie, the plants and you.



Explorify



Rhymes and Songs

Singing- Pretty Trees all around the world.

<https://www.youtube.com/watch?v=s057hvCJOJk>

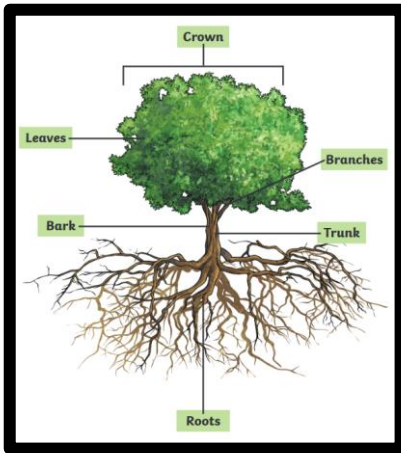
I can name the UK's four seasons.

I know the names of some common plants and trees in the UK.

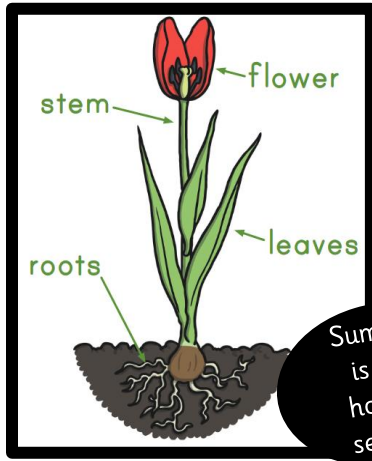
I can name and describe the parts of flowering plants and trees.

Year 1 and Year 2

How does your garden grow?



Labelling plants and trees



Summer is the hottest season.

The 4 countries of the UK



maps

Daffodils



Snowdrop



Crocuses



Trees provide shelter, warmth, food and safe places to hide and to look after offspring.

Ferns



Stinging nettle



Common plants and trees found in the UK



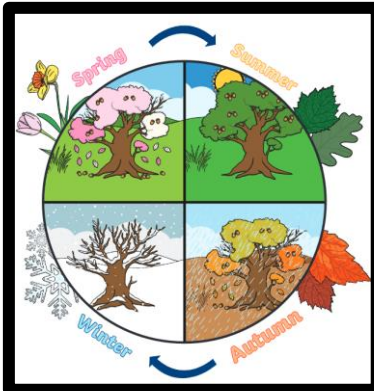
oak



horse chestnut

**Vocabulary**

Seed	Is the part of a seed plant that can grow into a plant.
Evergreen	A tree that keeps green leaves all year.
Deciduous	A tree that loses its leaves each year.
Scent	The smell of something.
Stem	The stalk of the plant that develops buds and shoots.



Soil is made from decayed plants and animals and broken up rock and minerals.



conifer



willow

Year 1

leave spaces  
between words.



Yellow = WTS

Use 'and' to join two sentences.

Time connectives

begin to write coherently  
for different purposes.

**Audience and Purpose:**  
Write a set of instructions for Joe about how to plant and look after his seed.

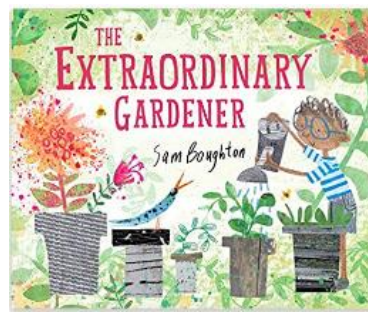
Inform Joe how to plant and look after his seeds – instructions and letter.

spell some common exception words.

form some lowercase letters and some capital letters in the correct direction, starting and finishing in the right place.

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

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



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

use 'and' to join ideas within a sentence

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

leave spaces between words.

Use adjectives to describe

Use a vocabulary bank to help me use interesting words and adjectives

use a capital letter for the start of a sentence..

**Audience and Purpose:**  
Write a review/report of Joe's garden party describing his garden.

use the personal pronoun 'I'.

Make the reader want to visit Joe's garden.

begin to write coherently for different purposes.

spell some common exception words.

say a sentence aloud before writing it down.

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

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

**Year 2 Spring Term 2**

**Writing Features**

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.

*Make simple additions and changes after proof reading*

*use subheadings*

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

*write effectively and coherently for different purposes*

*be clear and understand*

*Make links to real life*

**Audience and Purpose:**  
Write a review/report of Joe's Garden Party describing his garden.

*Inform / explain*

*Be interested*

I can spell common exception words.

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

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

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

Use thoughtful and sometimes ambitious vocabulary.

*I can use spacing between words.*

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

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.

*Use exclamation and question marks to demarcate sentences*

I can use present and past tenses correctly and consistently.

Yellow = WTS

Green = EXS

1. Read and create poetry to describe plants.

A plant hunt.

Shared reading – The extraordinary gardener.

2. A letter telling Joe how to **look after** his seed. Time connectives and vocabulary

- Gather vocabulary
- Write letter (2 days)
- Celebrate books and reading for pleasure on World book day.

## Spring Term 2

In English, we will be writing...

3. A labelled picture of a tree and flower for Joe with descriptive sentences about what they might look, feel and smell like.

4. A review/report of Joe's garden display.

5. Easter Story.



# We are creative

Make a garden using art and DT materials.

Sketch a plant

Build a flower or a tree.

Make a moving Easter card.

Learning about the primary and secondary colours.

Design a garden shed.

Plan a garden.

# Let's quiz



Year 1 and Year 2

'Let's quiz' is an exciting new game we have launched for the children.

At the end of every topic, they will take part in a fun quiz all about what they have learnt over the half-term. You can help your child to succeed and remember what they have learnt by talking about the questions together at home.

Research says that when children repeatedly return to previously learnt information, they are more likely to **'Know and Remember More'** in the long term.

- How many trees can you name?
- If you went for a walk in Summer what would you see/smell/hear?
- If you took away sunlight what would happen?
- Who might you see in a church?
- What is your favourite plant and/or tree? Why?
- Who is the extraordinary gardener?
- What do you need to make your garden grow?
- Can you name the types of tree that keep green leaves all year?
- What would I use to measure the length of a tree or a plant?
- What plants might you see when we walk around school?