



Wow Starter: Planting of sunflowers

Final Event: Sunflower competition

UNDERSTANDING THE WORLD

Working scientifically KS1

- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc3** observing closely, using simple equipment
- **sc4** performing simple tests

Plants KS1

- **sc8** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- **sc9** identify and describe the basic structure of a variety of common flowering plants, including trees.

Seasonal changes KS1

- **sc18** observe changes across the four seasons
- **sc19** observe and describe weather associated with the seasons and how day length varies.

Living things and their habitats KS1

- **sc22** identify and name a variety of plants and animals in their habitats, including micro-habitats

Plants KS1

- **sc24** observe and describe how seeds and bulbs grow into mature plants
- **sc25** find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Science (2 lessons a week)(Children will record weekly in their plant diary).

Week 1: Lesson 1

Can I sort plants into scented and non-scented? Look at the ppt of scented and non scented plants. Chn to sort and then cut and stick the plants into the correct column.

Lesson 2: Can I plant a seed?

Go through the instructions and then each child to plant a sunflower seed. (Teacher led).

Week 2: Lesson 1

Can I write a set of instructions to plant a seed?

Recap on the instructions from the previous week. Children to write a set of instructions of how to plant a sunflower. LA to use pictures.

Lesson 2: Can I create a symmetrical floral picture?

Look at some examples. Chn to finish off the floral picture, making sure it is symmetrical.

Week 3: Lesson 1

Can I create a flower using tree bark rubbings?

Children to go outside and do tree rubbings of three different colours and then cut out the different part.

Lesson 2: Can I create a flower using tree bark rubbings and label it?

Children to stick together the parts of the flowers and label.

Week 4: Lesson 1

Trip

Lesson 2: Can I write a recount?

Recount of the trip.

Week 5

Lesson 1: Can I collect data about our classes favourite plant?

Each class to collect their data using a tally chart.

Lesson 2: Can I create a pictogram using data collected?

Children to create a pictogram using tally information and then answer questions about it.

Week 6: Lesson 1

What does a plant need to survive?

Look at the three teachers plants and discuss whats happened and why?

Children to describe what has happened to the plants, and explain what conditions they need.

Lesson 2:

What has happened to my sunflower seed?

Look at the diaries and recap on what has happened over the 6 weeks.

The Scented Garden Spring 2 2017 RobinsOwls

PE

Gymnastics - Follow the Val Sabin scheme Parts high and low

Football Skills - Focusing on team work and ball skills.

RE

Week 1

LI: What is meant by giving someone a gift?

Ask children about gifts they have been given. Drama activity taking turns acting out receiving a gift. How do they feel? and discuss the feelings and compare the feelings between giving and receiving a gift. Which do they prefer and why?

Find out about Shrove Tuesday. Eat pancakes. (Class teacher)

Week 2

LI: Can you think of a gift that costs nothing?

Children to discuss and then record in their books a gift that costs nothing.

What can you give and how would you feel?

Week 3

LI: Can I understand the Easter story?

Tell a simplified version of the Easter story up to Easter morning.

Week 4

LI: Can I retell the Easter story?

Children to record the Easter story in words and pictures.

Week 5

LI: What is the meaning of Easter?

Look at the resurrection and how this symbolizes new life.

Children to record signs of new life in Spring.

Week 6

LI: What are the customs of Easter?

Look at the different customs. Giving and receiving of eggs, hot cross buns

DT

Week 2: link to 'International School Meals Day'. Children to find out what children around the world might eat for their school lunch.

Children to taste some typical school meals food from their countries & design their own packed lunch from a specific country.

Week 3: Can I design a pop up picture? Children to design a pop up picture

using a slider mechanism based on a flower in a plant pot.

Week 5: Parent workshop. Children to work alongside their adult to follow

their plan to make a pop up picture using a slider mechanism.

Art

Week 4: children to make a mother's day card

Week 6: children to make an Easter gift.

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad1** I can use different materials to design and make things

Design KS1

- **dt1** I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need

Make KS1

- **dt10** I can create things using a variety of materials and components, including construction materials

Evaluate KS1

- **dt17** I can talk about what worked well with my product and how it could be improved

Technical knowledge KS1

- **dt20** I have designed a product that uses a lever or slider

Cooking and nutrition KS1

- **dt24** I can tell you where some of the food I eat comes from

PSED & RELIGIOUS EDUCATION

RE - Learning From Religion KS1

- **rf12** Ask puzzling questions and respond accordingly.

Learning About Religion KS1

- **ra6** Explore a range of religious stories.
- **ra8** Name and explore a range of celebrations.
- **ra12** Begin to use a range of religious words.

LAW
6 School Rules
Class charters
RRSA
Fire Service
Police Talks
Behaviour rewards, celebrated in Thursday and Friday assemblies
Reading awards

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INDIVIDUAL LIBERTY
Responses to pupil questionnaire
Lunchtime book club
Class Council
Sports Council
Mentorship and 'Revision Rally' Programme
Extra Curricular clubs

MUTUAL RESPECT AND TOLERANCE
RE Curriculum
RRSA - focus of Monday and Tuesday assemblies.
ISA - links with a school in Kenya.
Show Racism the Red Card
Sign Squad
Guide Dogs
French

PHYSICAL EDUCATION

KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.3** I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely
- **pe1.4** I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed

- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- **pe2** I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- **pe2.1** I can think of simple tactics to help attack or defend in a team game

The Scented Garden Spring 2 2017 RobinsOwls - Stage Coverage

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PHYSICAL EDUCATION

KS1

- **pe1** master basic movements including running
- **pe1.3** master basic movements developing balance co-ordination
- **pe1.4** master basic movements, developing agility
- **pe1.5** master basic movements and begin to apply these in a range of activities
- **pe2** participate in team games
- **pe2.1** in team games, develop simple tactics for attacking and defending

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad1** to use a range of materials creatively to design and make products

Design **KS1**

- **dt1** design purposeful, functional, appealing products

Make **KS1**

- **dt10** select from and use a wide range of materials and components including construction materials

Evaluate **KS1**

- **dt17** evaluate their products against design criteria

Technical knowledge **KS1**

- **dt20** explore and use mechanisms, such as levers and sliders in their products.

Cooking and nutrition **KS1**

- **dt24** understand where food comes from.

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