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| Unit of Learning: Let it Grow (People, Places and Plants)  Summer 2  Class: Infants   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Responsible Citizens | | | | | |  |  |  |  |  | | Problem Solving |  | Christian & British Values |  | In Our Community | | To try a different way of doing something when solving a problem.  Working on a task independently or with a partner to solve a problem for a short period of time.  To listen and respond to the ideas of a partner.  To begin to record problem solving (Pictorial, Notes)  To persist when something does not work the first time |  | School Value: Hope  Hebrews 6:19  19 We hope in Jesus, the anchor for our soul.  British Values – Mutual Respect  Developed through working with partners on problem solving tasks and learning to cooperate with others who might learn in a different way.  Learning about the way people of a different faith name God and pray. |  | Global – Knowledge of Global Plants, Fair Trade Initiative, Earth Art from different cultures e.g. Mandala of India, Rangoli and Indigenous Rock Painting.  National – Mapping skills related to travelling in the UK. National Earth Artist – Andy Goldsworthy, National Seasons quiz in computing, people of different faiths in the UK  Local–Micro Habitats in our School Grounds, Impact we can have on global places – fairtrade. Local textiles artist visit, map of the local area. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Successful Learners | | | | | |  |  |  |  | | | Areas of Enquiry | Key Vocabulary | Reading | | Enrichments | | **As Scientists -** We will be exploring ‘How does our garden grow’ - investigating parts of a plant and a how to care for/ grow healthy plants.  **As Geographers –** We will be refining our magical mapping skills by thinking about ‘What we could see from the top of the Beanstalk’. We will devise a simple map with key and a 3d map.  **As Artists –** We will become ‘Earth Artists’ – exploring how indigenous people painted on rocks and creating our own rock stories. We will also create sculptures from sticks and twigs and do some large - scale weaving.  In **Computing** - We will be programming quizzes, using a series of commands.  In **PSHE**  - We will be exploring growing, changing and class transitions  **In RE -** We will be exploring why Christians believe that all people are special and what we can learn about God from the life of Joseph.  **In Music -** We will be exploring instruments and pitch notation | **Science** - plant, weed, seed, bud, flower, petal, stem, root, bean, garden plants, wild plants, edible, grow, change, living, healthy, water, air, sunlight, deciduous, evergreen, tree, leaf, branch, trunk, twigs  **Geography/Global** – direction, compass points, map, position, ariel photograph, plan, landmark,, surrounding, symbols, key, human features, natural features, 3d.  **Art-** image, paint, indigenous, rock, sculpture, natural materials, loom weaving, instructions, rangoli, mandala  **Computing** – sequence, program, start, run, outcome, commands, background, character, images, algorithm, compare, improve, debug,  **PSHE** - grow, change, body, food, air, water, exercise, baby, toddler, now, teasing, bullying, | Jack and the Beanstalk  Jasper’ Beanstalk  Jack and the Jelly Beanstalk  Where the Wild Things Are  Selection of Twisted Fairy Tales  Non Fiction: Instructions  Clever Cub Explores God’s Creation  The Lion Story Teller Bible  When God made you  I am Special  Happy in Our Skin  My Name is not Refugee  The Secret World of Plants  Global Gardens | | Forest School – Tree Identification, Natural Paint with Plants, Plant Perfume  Growing Competition  Artist Visit and Textiles Art Workshop | |

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| Confident Individuals |
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| Key Learning Outcomes |
| **Science**  Plant Explorers: How does the garden grow? What is growing in our school grounds and at forest school?  **EYFS**  Explore the natural world around them, making observations and drawing  pictures of animals and plants.  Understand some important processes and changes in the natural world  around them, including the seasons and changing states of matter  **Year 1 and 2**  Label parts of a plant  To explore what plants need in order to grow  Investigate what plants need in order to stay healthy  Explore and compare plants – living, dying, dead and what can help them to grow longer.  Observing and describing how plants grow, including how roots are formed  Consider how plants reach maturity and start to explore how plants reproduce  **Music**  **EYFS**  Listen attentively and respond  Sing a range of songs  Perform songs  Keep in time with music  **Year 1 and 2**  Exploring instruments and pitch notation  Solfege hand signs. Pentatonic tunes – Mary had a little lamb.  Demonstrate basic technique to play tuned and untuned instruments.  Rehearse and perform together – starting and finishing together, keeping to a steady pulse.  Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively.  Experiment with and create musical patterns.  Explore and organise sounds and musical ideas.  Make improvements to their own work.  Identify high and low sounds.  Recognise the difference between long and short sounds.  Use notation  **Geography**  Magical Mapping – What could I see from the top of the Beanstalk? (School Grounds/Williamsons Park)  Place Knowledge  **EYFS**  To talk about features of their local environment using knowledge from observation  **Year 1 and 2**  To be able to use a compass points to navigate around a map  To use aerial photographs and plan perspectives to recognise landmarks  To use simple fieldwork to study the geography of their school  To devise a simple map and construct basic symbols in a key  To design a map referring to human features  To create a 3d map  **Art**  How do I create some Earth Art?  **EYFS** (Mud painting, Paint Tools, Watercolouring Painting and Collage – Lillies, Andy Warhol – Pop Art Hands, Handprint Creation)  To show awareness and appreciation of sensory experiences  To observe and notice features within real objects  To begin to talk about what they are creating  To begin to explore different techniques within drawing, painting, collage, sculpture  **Year 1 and 2**  Painting/Exploring and Developing  To explore how indigenous people paint on rocks and paint on different surfaces (rocks) to create a story  3d  Explore and create sculptures from sticks and twigs  Explore what weaving is and how it works before learning to weave with a variety of natural materials  Investigating mandalas and exploring and creating them using natural materials  Collage  Look at examples of Rangoli patterns and explore how to create animal pictures with leaves  Explore the art of collage, before using natural materials to create a collage.  **Computing**  Programming: Quizzes  To explain that a sequence of commands has a start  To explain that a sequence of commands has an outcome  To create a program using a given design  To change the design  To create a program using my own design  To decide how my project can be improved  **PSHE/PSED**  **EYFS – Growing and Changing**  Understand that there are changes in nature and humans;  Name the different stages in childhood and growing up;  Understand that babies are made by a man and a woman;  Use the correct vocabulary when naming the different parts of the body;  Know how to keep themselves safe.  **Years 1 and 2 Growing and Changing/Transition**  Understand that the body gets energy from food, water and air (oxygen);  Recognise that exercise and sleep are important parts of a healthy lifestyle.  Identify things they could do as a baby, a toddler and can do now;  Identify the people who help/helped them at those different stages.  Identify things they could do as a baby, a toddler and can do now;  Identify the people who help/helped them at those different stages.  Explain the difference between teasing and bullying;  Give examples of what they can do if they experience or witness bullying;  Say who they could get help from in a bullying situation.  Explain the difference between a secret and a nice surprise;  Identify situations as being secrets or surprises;  Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.  Identify parts of the body that are private;  Describe ways in which private parts can be kept private;  Identify people they can talk to about their private parts. |