

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • Identify and name some common & wild flowers. • Identify and name the different parts of a plant. • Talk about the season Spring & the changes they observe. • Talk about the weather associated with Spring. • Know who the artist <i>Georgia O'Keefe</i> is and use her ideas in their own art work. • Understand that aerial maps are taken from above and that shapes change. • Use their knowledge of aerial maps to draw the plants on a map of the school garden. 	<p>KEY FOCUS AREAS:</p> <p>Plants - Identify and name a variety & describe their basic structures and growing needs.</p> <p>Use aerial photos to recognise human and physical features in local area.</p> <p>To consider an artist and use their colour, pattern and shape to own work.</p> <p>To experiment with Pitch and explore sounds through music and non-percussion instruments.</p>	<p>SYNOPSIS:</p> <p>KEY QUESTIONS (linking to topic factsheet):</p> <ul style="list-style-type: none"> • What is the name of this plant? • Can you name the different parts of this plant? • Why do you think plants need roots? A stem... • What plants can you see in our garden? • Look at some fruit and vegetables. Which are fruit? Which are vegetables? How do you know? What similarities/ differences can you see? • How can we show this on our maps? • What are the four countries of the UK? • What are their capitals? • What features can you find in our school garden? • Can you label one human and one physical feature on a map? What plants can you see? • What is the same in every painting made by <i>Georgie O'Keefe</i>? What are the differences? • How is your paintings similar to <i>Georgie O'Keefe's</i>? • What are the signs of Spring? • Can you follow the map to find the Easter Eggs? What can you use to help you read the map? •
<p>TOPIC FOCUS</p>		
<p><u>Geography: Maps, The four countries of the UK and their Capitals.</u></p> <ul style="list-style-type: none"> • Investigate their Surroundings. • Make observations about where things are e.g. within school or local area. • Use a simple picture map to move around the school. • Recognise that it is about a place. • Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. • Follow directions (Up, down, left/right, forwards/backwards). • Use basic geographical vocabulary to refer to: -Key physical features and key human features. 	<p><u>SCIENCE: Plants and Spring.</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants. • Identify and describe the basic structure of a variety of common flowering plants, including trees. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. <p><u>Working Scientifically:</u></p> <ul style="list-style-type: none"> • Observe closely, using magnifying glasses, and compare and contrast familiar plants; • Describe how they were able to identify and group them and draw diagrams showing the parts of different plants. • Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants. 	<p style="text-align: center;">Opportunities for Extension</p> <p>Sort local area features into human and physical lists. Draw a map of the local area with a key. Mix your own secondary colours. Research features of each country using different sources.</p>

<p>ENGLISH: Poetry - Signs of Spring Narrative - The Enormous Turnip Immerse, retell, innovate. Sequence events, SPAG. Instructions - How to grow a beanstalk.</p>	<p>MATHS: Addition and Subtraction to 20. Place Value to 50. Length and Height.</p>	<p>SMSC/PSHE/BRITISH VALUES: Rights and Responsibilities: Taking care of things: - Myself - My money - My environment</p>
<p>ART: Record & explore ideas from first hand observation. Review & talk about what they and others have done. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour. Use a variety of tools and techniques including the use of different brush sizes and types. Explore & use a variety of media - pastels and paints. Learn about a famous artist - Georgia O'Keefe.</p>	<p>READING KEY TEXT(S): The Enormous Turnip Willbee and Bumblebee Jack and the Beanstalk The Wonky Donkey</p>	<p>MUSIC:</p> <ul style="list-style-type: none"> ▪ Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ▪ Play tuned and untuned instruments musically focus on pitch and exploring sounds. ▪ Experiment with, create, select and combine sounds using the inter-related dimensions of music focus on pitch and exploring sounds.
<p>DESIGN TECHNOLOGY:</p>	<p>ICT/COMPUTING: <u>Animated Story Books</u> To understand the differences between traditional books and e-books. To explore the tools of 2Create a Story's My Simple Story level. To save the page they have created. To add animation to a picture. To play the pages created so far. To save the additional changes and overwrite the file. To add a sound effect to a picture. To add a voice recording to the picture. To add created music to the picture. To add a background to the story. To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story.</p>	<p>ENRICHMENT and VERTICAL DRIVERS:</p> <ul style="list-style-type: none"> • To take part in an Easter Egg hunt, by following map directions. • Trip to High Woods to see signs of Spring. • World Book Day. • The four countries of the UK party - The children will research the four countries and their capitals for a whole morning. They will make the 4 flags, eat famous foods from each country and take part in an experience linked to each country - learn a dance e.g. • Christian Values.
<p>ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding</p>		
<p>Geography Targets -</p> <ul style="list-style-type: none"> • I can describe what a 'birds eye view' is. • I can use aerial photos and discuss the features I see. • I can draw a map of our school garden using observational skills considering the physical and human features within. • I can make observations about where things are e.g. within school or local area. • I can use a simple picture map to move around the school. 	<p>Science Targets - As a Scientist</p> <ul style="list-style-type: none"> • I can identify and name a variety of common wild and garden plants. • I can identify and describe the basic structure of a variety of common flowering plants. • I can observe changes across the four seasons. • I can observe and describe weather associated with the seasons and how day length varies. 	<p>Art and Design Targets: As an Artist</p> <ul style="list-style-type: none"> • I can talk about my observations and what different shapes I can see. • I can record observations using different media. • I can talk about my work, saying what I like/dislike. • I can talk about Georgia O'Keefe. • I can use pencils, pastels and paint effectively.

<ul style="list-style-type: none">• I can follow directions (Up, down, left/right, forwards/backwards).• I can use basic geographical vocabulary to refer to key physical features and key human features.• I can name the four countries of the UK and their capitals.	<ul style="list-style-type: none">• I can observe closely and compare and contrast familiar plants.• I can describe how I was able to identify and group them and draw diagrams showing the parts of different plants.• I can keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.	<p><i>Music Targets: As a Musician</i></p> <ul style="list-style-type: none">• I can listen to and respond to music using body parts.• I can play a variety of non-percussion instruments to a rhythm.• I can identify different pitches and discuss them when listening to music.
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