

Red Class Summer 2 2024 - Growth and Growing.

<p>SUCCESS CRITERIA:</p> <p>On the completion of this topic pupils should be able to:</p> <p>Have a greater understanding of how plants grow - the elements needed such as water, light, soil.</p> <p>Have opportunities to plant seeds and grow vegetables in the garden and conduct experiments, to see what happens to a seed when a vital element is missing.</p> <p>Have opportunities to label the basic parts of a plant and understand the significance of each part.</p> <p>Have a greater understanding of a lifecycle of a plant and the importance of creatures such as bees, in helping to pollinate the plants.</p> <p>Have a new knowledge of three different countries in the world - where they are; what their flag looks like; how long it would take to get there and what they would need to pack for that environment; what their traditional music sounds like; what their traditional food is; do they live in homes like ours? Use Google Earth to see what an area of the world looks like.</p>	<p>KEY FOCUS AREAS:</p> <p><u>Understanding the world:</u></p> <p>Looking at what plants need to grow and how to care for them. Learning about environments in other countries- comparing plants grown; creatures; traditional food; music; national flags; famous landmarks; traditional buildings/ way of life.</p> <p><u>Expressive arts and design:</u></p> <p>Opportunities to do observational drawings of plants; use mixed media to make flags; flowers; create pictures and sculptures of creatures, Learn about styles of art from different countries. Looking at the artists 'Van Gogh' and 'Matisse'</p> <p><u>PSED - SCARF: Growth and change.</u></p> <p>Seasons; life stages - plants, animals, humans; life stages - human life stage - who will I be? where do babies come from? Getting bigger; me and my body - girls and boys.</p> <p><u>Religious Education: Which stories are special and why?</u></p>	<p>SYNOPSIS: Week 1 - Week 7</p>	
		<p>Week 1</p>	<p>The Tiny Seed. Story map; retelling where the seeds landed; what do seeds need to grow? The Extraordinary Gardener.</p>
		<p>Week 2</p>	<p>Mount Everest- where is it; fact sheets; prayer flags; plants and creatures found living there.</p>
		<p>Week 3</p>	<p>The Pacific Ocean and Great Barrier Reef - location; plants and creatures that live there.</p>
		<p>Week 4</p>	<p>The Sahara Desert. Location; fact sheet; animals and plants living there. Traditional Berber lifestyle</p>
		<p>Week 5</p>	<p>Oliver's Vegetables. Story map; learning about different vegetables; observational drawings; measuring. Healthy eating.</p>
		<p>Week 6</p> <p>Week 7</p>	<p>Oliver's Vegetables. Vegetables growing in our garden; what our area (Worcestershire) is famous for growing.</p> <p>Preparing for our new class! Whole school summer production!</p>
<p>Literacy:</p> <p>Reading: Key author: Eric Carle Key texts: The Tiny Seed; The Extraordinary Gardener; Oliver's vegetables Non-Fiction texts: facts about plants; different countries in the world. Poetry: rhyming words; syllables.</p> <p>Early Learning Goal:</p> <p><u>Comprehension:</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><u>Word reading:</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>KEY QUESTIONS:</p> <p>How many different types of flowers and vegetables can you name?</p> <p>How do flowers and vegetables grow - what do they their seeds look like?</p> <p>What do seeds need for them to be able to grow?</p> <p>What can we grow in our school garden?</p> <p>Why are bees and butterflies also important for growing flowers and vegetables? What special job do they do?</p>	<p>KEY VOCABULARY:</p> <p>Seed</p> <p>Flower</p> <p>Leaves</p> <p>Stem</p> <p>Roots</p> <p>Pollen</p> <p>Nectar</p> <p>Pollinate</p>	
<p style="text-align: center;">Opportunities for Extension</p>			
<p>Walking up to the school field and police woods, to look for different plants and flowers. Design a bee and butterfly friendly area in the garden. Plant something in our school garden, to water, look after and watch grow.</p>			
<p style="text-align: center;">Vertical Drivers and Opportunities for Enrichment</p>			

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Writing:

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Writing: writing for different purposes (fact sheets; labelling drawings; labels for plants; prayer flags)

Whole class reading - The Bad-tempered Ladybird; The very busy spider.

Our place in the world (compared to where other countries are in the world)

The environment (how ours is different from that of some other countries)

Christian values (our school values)

MATHS:

Number: White Rose maths scheme of work. Sharing and grouping (1 week); Visualise, build and map (2 weeks); Make connections (1 week); Consolidation.

Early Learning Goal.

Number.

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical patterns.

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World: Exploring people, culture and communities; the natural world and past and present.

Early Learning Goal.

People, culture and communities:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The natural world.

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Past and present.

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

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<p>Communication and Language</p> <p>Early Learning Goal.</p> <p><u>Listening, attention and understanding.</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking.</u> Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Early Learning Goal. • <u>Creating with materials.</u> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • <u>Being imaginative and expressive.</u> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. <p>Music - Churanga scheme of work:(Reflect, rewind and replay)</p> <ul style="list-style-type: none"> • Listen and Appraise • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Sing and revisit nursery rhymes and action songs • Play instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place. <p>Technology - Digital learning - Fantastic tales.</p>	<p>Physical Development. Get set for PE scheme of work -Games unit 1; Games unit 2.</p> <p>Early Learning Goal.</p> <p><u>Gross motor skills.</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine motor skill.</u> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p> <hr/> <p>Personal, Social and Emotional Development:</p> <p>Early Learning Goals.</p> <p><u>Building relationships.</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p> <p><u>Managing self.</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Self-regulation.</u> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p>
<p>BRITISH VALUES:</p> <p>Acceptance - Understanding and celebrating our similarities and differences.</p> <p>Mutual respect - Listening to others.</p> <p>Spiritual development - Promotion of own family's beliefs and customs.</p> <p>Celebration of diversity -learning about similarities and differences between homes and people from different countries.</p>		

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