

| SPR 1 | CORE Plan: Stems, Stalks and Stings | | | | | | KS1 |
|-------|---|--|--|---|--|--|---|
| | Learning Challenge | SPaG | English | Science | Maths White Rose | RE/PSHE | Art/DT |
| Theme | Local Fieldwork | | | Plants | | Forgiveness | Drawing & Food |
| L.O. | <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</p> | <p>Adding '-ing', '-ed', '-er', '-est' and '-y'</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> | See Weekly Plans | <p>Identify and name a variety of plants and animals in their habitats, including micro habitats.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival.</p> <p>Ask simple questions and recognise they can be answered in different ways.</p> <p>Perform simple tests.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</p> <p>Observe and describe how seeds and bulbs grow into plants.</p> <p>Identify and classify.</p> <p>Gather and record data to answer questions.</p> | See Weekly Plans | Feel positive about themselves. | <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</p> <p>Understand where food comes from.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p> <p>Select from and use a range of tools.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Design purposeful, functional and appealing products for themselves and others based on design criteria.</p> |
| Wk1 | - | Capital letters and full stops | Recounts (Christmas) | What are the parts of a plant? | Y2: Multiplication and Division | What is forgiveness? | - |
| Wk 2 | Visit the Nature Reserve | Capital letters and full stops | Owl Babies The Owl Who Was Afraid Of The Dark | Where are wild plants found? | Y1: Addition and Subtraction | Who is an inspiring person? | - |
| Wk 3 | What lives in the nature reserve? Map/label | Noun phrases Alliteration | | Where are garden plants found? | Y2: Statistics | Who was Jesus? | |
| Wk 4 | - | Sentence types (! and ?) | | What makes a tree? | Y1: Addition and Subtraction | Why did Jesus tell stories? | Observational Drawing - Flowers |
| Wk 5 | What trees live around my school? | Apostrophes (possession and omission) | | - | Y2: Properties of Shape | | Observational Drawings of animals from the Reserve/ School |
| Wk 6 | - | Openers | Instructions | What's the difference between trees? | Y1: Place Value | Why is Jesus inspiring to some people? | |
| SPR 2 | CORE Plan: Stems, Stalks and Stings | | | | | | KS1 |

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|-------|---|--|--|---|---|---------------------------------|---|
| Theme | | | | Animals inc. Humans | | | |
| L.O. | <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> | <p>Adding '-ing', '-ed', '-er', '-est' and '-y'</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> | See Weekly Plans | <p>Identify and name a variety of plants and animals in their habitats, including micro habitats.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival.</p> <p>Ask simple questions and recognise they can be answered in different ways.</p> <p>Perform simple tests.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</p> <p>Observe and describe how seeds and bulbs grow into plants.</p> <p>Identify and classify.</p> <p>Gather and record data to answer questions.</p> | See Weekly Plans | Feel positive about themselves. | <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</p> <p>Understand where food comes from.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p> <p>Select from and use a range of tools.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Design purposeful, functional and appealing products for themselves and others based on design criteria.</p> |
| Wk1 | Minibeast Hunt | Rhyming words | Poetry | How do seeds germinate? | Y1: Place Value Y2: Properties of Shapes | - | |
| Wk 2 | | Word endings | Who Am I? Acrostics | What happens when bulbs sprout? | Y1: Length and Height Y2: Fractions | - | Georgia O'Keefe Giant Leaves/Flowers |
| Wk 3 | - | Headings | Comparative Study | What do plants need? | | Easter Story | - |
| Wk 4 | Life Cycle of a Bee (DT and Science) | - | Non-Chronological Reports | What can happen if plants don't get things they need? | Y1: Weight and Volume Y2: Fractions, Length and Height | | Craft Flowers (Mother's Day Card) |
| Wk 5 | - | Captions, Labels and Lists. | Life Cycle Posters Presentation | What do I notice about plants around the school? | | Easter Story | Design a mini beast habitat (evaluate) |