

<p><u>Immersion into Context</u></p> <ul style="list-style-type: none"> <li>• Caterpillars arriving - write diary</li> <li>• Garden role play/reading corner</li> <li>• Grow plants/flowers</li> </ul>	<p><u>Year 1/2</u> <u>Gardeners World</u></p> <hr/> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>• Develop narrative writing</li> </ul> <hr/> <p><u>AFL - Next Steps for rapid progress</u></p> <ul style="list-style-type: none"> <li>• Using paragraphs to sequence the story</li> <li>• Using commas to extend detail in sentences</li> </ul>	<p><u>Reading into writing/guided reading opportunities</u></p> <ul style="list-style-type: none"> <li>• Sequencing activities</li> <li>• Adjective hunts</li> <li>• Plant and flower descriptive poetry</li> <li>• Instruction writing</li> <li>• Read fiction and non-fiction books</li> </ul>
<p><u>Related Texts</u></p> <ul style="list-style-type: none"> <li>• Jack and the baked Beanstalk</li> <li>• Titch</li> <li>• The Tiny Seed</li> <li>• Jaspers Beanstalk</li> <li>• The Enormous Turnip</li> <li>• The Enormous Potato</li> </ul>	<p><u>Role play and Spoken Language</u></p> <ul style="list-style-type: none"> <li>• Garden area - role play</li> </ul>	<p><u>Contextualised grammar teaching</u></p> <ul style="list-style-type: none"> <li>• Full sentences</li> <li>• Punctuation - . ? ! used accurately</li> <li>• Use adjectives appropriately</li> <li>• Commas in lists</li> <li>• Use conjunctions i.e. but, because, so, although, however etc</li> <li>• Use a variety of openers at the beginning of each sentence e.g. suddenly, next, luckily, however.</li> </ul>

## Statutory Requirements

### Writing

#### Year 1

- Compose sentences orally before writing
- Sequence sentences to form short narratives
- Read back to ensure work makes sense
- Read own writing to peers and teachers

#### Year 2

- Write narrative about personal experiences and those of others
- Write about real events
- Writing poetry
- Writing for different purposes
- Planning what they are going to write about
- Make simple additions and changes after proof reading

### Grammar

#### Year 1

- Leave spaces between words
- Capital letters for proper nouns
- Use , ! ?

## Sequence of learning - English

- Introduce caterpillars - keep a daily caterpillar diary to describe their life cycle.
- Learn and retell 'Jack and the baked beanstalk'. Change elements of the story and invent their own narrative.
- Write instructions for a seed packet.
- Write a poem using descriptive languages about flowers/plants.

## Year 2

- Use . ! ? , ‘
- Use simple conjunctions
- Begin to expand noun phrases

## Speaking and Listening

### Year 1

- Listen and respond appropriately
- Ask relevant questions
- Maintain attention and participate

### Year 2

- Articulate and justify answers
- Initiate and respond to comments
- Use spoken language to develop understanding

## Reading

### Year 1

- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title and events
- Make simple predictions

### Year 2

- Discuss and express views and fiction and non-fiction
- Become familiar with and retell stories
- Ask and answer questions make predictions
- Begin to make inference

## Sequence of Learning - Topic

- Introduce caterpillars - discuss how to care for them. Sequence life cycle from caterpillar to butterfly.
- Plant seeds/bulbs. Label parts of a plant/flower. Monitor growth and discuss what they need to survive.
- Look at a variety of food and discuss where they came from.
- Discuss weather and seasonal changes/differences across the world.
- Explore from homework a variety of artists and focus on Van Gogh and Sunflowers.

## Activities

### Science

Grow a variety of plants and flowers. Label plant and flower parts e.g. roots, leaves and flowers. Investigate different growing conditions. Discuss how living things rely on plants and flowers. Observe changes across the four seasons - discuss how this varies in different parts of the world.

## Science:

### Year 1

- Identify basic plants
- Identify basic plant parts
- Observe changes across the four seasons.

### Year 2

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

## Art:

### KSI

- Use a range of materials
- Develop techniques of colour, texture and line
- Learn about a range of artists

## Computing:

### KSI

- Understand use of algorithms
- Write and test simple programs
- Use logical reasoning to make predictions
- Communicate online safely and respectfully

## Art

Press a variety of flowers. Explore different colours and textures through making flowers using a range of materials. Focus on Van Gogh's 'Sunflowers'.

## Computing

Take photos of planting seeds. Find images of different flowers and plants on the internet. Publish a newsletter

## Geography

Observe changes across the four seasons - discuss how this varies in different parts of the world.

## PE

- Games and athletic activities.

## Music and Singing

Develop singing and performing skills with Mrs Tustain.

## Geography:

### Year 1

- Identify season/daily weather patterns in the UK and the locations of hot and cold areas of the world

### Year 2

- Use observational skills to study the immediate environment e.g. physical features.

## PE:

### KSI

- Participate in team games
- Master basic movement e.g. running, jumping, throwing and catching, balance, agility and coordination.