LET'S GROW

First Hand Experiences
Growing plants such as lettuce to then make their own salad towards the end of the theme.
Go on a nature walk and look for types of plants/trees, discuss their structure.
Go to the market to look for fruit and vegetables, children to use money to buy fruit and vegetables themselves.
Have caterpillars in class and watch them grow into butterflies.
Children to bring photos into school of themselves when they were a baby.
Adult to bring a baby into school.

Vocab	Knowledge	Skills
• deciduous • evergreen • pollen • nectar • temperature • nutrients • hygiene • aubergine • artichoke • courgette • rhubarb • asparagus	• to use senses • to know how to be hygienic • to name a variety of fruit and vegetables • to know what plants need to grow • to know where fruit and vegetables grow • to know what part of fruit and veg we eat • to know where our food comes from • to know what keeps us healthy	• to design and create a flower pot • to follow a recipe • to grow plants • to give instructions on how to plant • to try new foods and describe taste • to use kitchen equipment safely • to explain findings

Writing

Composition
*discuss what they have written with the teacher or **other pupils**
*read aloud their writing clearly enough to be heard by **their peers** and the teacher.
*writing makes sense and is coherent
Vocab, Grammar and Punctuation
*join clauses using and
*use a capital letter for names of people
*use the suffix -es
Spelling
*spell at least 40 common exception words and the tricky words from phase 4
*spell words with the phonemes that have been taught this term – see phonics planning.
*write simple sentences dictated by the teacher using

Maths

Maths Meetings Coverage (term):
*Months of the year. How many days in a week? How many weeks in a month?
*Telling the time: quarter past, quarter to, half past
*Count forwards and backwards to 100 from any given number.
*Read & write numerals 0-100
*Begin to write numbers to 20 **using words**
*Begin to recall pairs to 20.
*Can say 10 more and 10 less than a given number to 100.
*Count confidently in 2s up to 30 and 10s up to 110
Count in 5s up to 60
*Describe the properties of 3D shapes- vertices, edges, faces
*Recognise **half** of a shape and a **whole** shape

words taught so far. Handwriting *form capital letters correctly *_begin_ to use ascenders and descenders correctly and on the line	*Sort coins using a range of criteria *Compare objects with measurements included. How much taller etc. is it?

Reading	RE
By the end of the term: Word Reading *read Orange level books with some decoding and blending. Therefore confidently read with some fluency Green level books. *pass the Year 1 Phonics Screening Test *read and blend words containing the sounds taught this term *read the common exception words that have been taught. *read words with the suffixes –es, -est *read words with more than one syllable *read words in the contracted form Comprehension *learn to appreciate rhymes and poems, and to recite some by heart *discuss word meanings, linking new meanings to those already known *check that the text makes sense to them as they read and correcting inaccurate reading *explain clearly in detail their understanding of what is read to them *link what they _have_ read, to their own experiences	*To recognise Christians believe God made the world and are thankful, and to look after our world as it is a gift *To identify what matters to us *To explore questions about the world Focus on the stories – How the World Began and Hindu Creation Story

Science	Design Technology
Plants ***identify and name a variety of common wild and garden plants, including deciduous and evergreen trees** ***identify and describe the basic structure of a variety of common flowering plants, including trees** ***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** Animals, including humans ***identify, name, draw and label the basic parts of the human body and say which part of the body is associate with each sense.**	FOOD TECHNOLOGY Design *Design purposeful and functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Art	Geography
*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *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 (through 'Artist of the Month')	*Use world maps, atlases and globes to name and locate the seven continents and five oceans *Use locational and directional language to describe the location of features and routes on a map

History	Music
	*experiment with, create, select and combine sounds using the inter-related dimensions of music *play tuned and unturned instruments musically

PE	Computing
*participate in team games, developing simple	*Understand what algorithms are

| tactics for attacking and defending | |