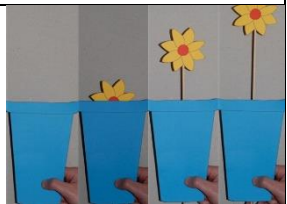


Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
Science Summer Y1	Seasonal Changes 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none"> To name the four seasons. To know the characteristics for the season summer. To know that day light hours get longer in the summer. To recognise that the weather gets warmer in the summer. To recognise weather patterns associated with summer. 	spring summer autumn winter seasons weather daylight temperature thunder lightening heat heat stroke protection	<p>Concluding</p> <ul style="list-style-type: none"> With guidance, they should begin to notice patterns and relationships Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> In summer, children make a UV bracelet with colour changing UV beads to help children understand the rise in temperature and the importance of wearing sun cream. Create a seasons wheel showing symbols from each season Create a signs of summer display by collecting items and pictures which link to summer Use natural materials to create art with as we did at Hardwick Park, also create colours using plants and flowers as inks
Science Summer Y2	Seasonal Changes 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none"> To recognise weather patterns associated with summer. 		<p>Concluding</p> <ul style="list-style-type: none"> With guidance, they should begin to notice patterns and relationships Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> Continue to photograph chosen tree for the time lapse. Sketch or paint chosen tree and compare to spring. Create a piece of art showing the changes the tree has undergone throughout the year. Look at weather forecasting and how you would need to prepare for different weather conditions – see core knowledge website, importance of sunscreen http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%201-%20Seasons%20and%20Weather.pdf Complete signs of summer sheets where children have to spot signs of the season. Collect and dry leaves and common flowers from the school grounds

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
Science	<p>Plants</p> <p>1.7 Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees.</p> <p>1.8 Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Living Things and their Habitats</p> <p>2.3 identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Plants</p> <p>2.5 Observe and describe how seeds and bulbs grow into mature plants.</p> <p>2.6 Find out and describe how plants need water, light and a suitable</p>	<ul style="list-style-type: none"> To know the names of common plants and trees. To know what deciduous and evergreen trees are. To know that flowering plants and trees have roots, a stem, leaves and a flower. To know that the roots hold the plant in the ground and transport water from the soil. To know that a stem holds the plant upright and delivers water to the rest of the plant. To know that leaves provide food for the plant using sunlight. To know that the flower attracts insects to help spread the pollen. 	plant tree flower deciduous evergreen roots stem leaves pollen sunlight water nutrients soil support temperature provide life cycle insects attract micro habitat pond structure grow healthy	<p>Asking Questions & Planning Enquiries</p> <ul style="list-style-type: none"> Explore the world around them and raise their own simple questions. Experience different types of science enquires, including practical activities. Begin to recognise different ways in which they might answer scientific questions. Ask people questions and use simple secondary sources to find answers. <p>Testing, Measuring & Recording</p> <ul style="list-style-type: none"> Carry out simple tests. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying). Observe closely using simple equipment. With help, observe changes over time Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data Record simple data. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. <p>Concluding</p>	<ul style="list-style-type: none"> Use mind map to show what children already know about plants and children generate their own questions to be investigated. Use thinking skills to group pictures of plants, including trees, by their own criteria, then by given criteria such as trees, flowering plants, ferns etc. Use photos to identify plants and trees in both the school grounds and on class trip. Use magnifying glasses and ipads to look closely and observe similarities and differences in flowers, leaves etc. As above – show plants found on plan of school grounds and for homework complete a similar task of their garden or local park. Learn the difference between deciduous and evergreen trees. How can we spot the difference? Look at examples of leaves, fruit, cones etc. Where would we be most likely to find evergreen trees? Is a deciduous tree dead in the winter? Give the children a flowering plant, including roots to dissect and look at with magnifying glasses. Note any observations and then draw and label the basic structure. Use collage activity with sunflower seeds, cake case, wool to make diagram to label. Children plant individual seeds and learn what plants need to survive and grow well. Care for and observe growth. Why might we need to re-pot? Observe how bulbs grow and plant some outside for them to see them grow again the following year. Investigate using established plants of same type and size:

	temperature to grow and stay healthy.	<ul style="list-style-type: none"> To know that plants make seeds to reproduce. To know the life cycle of a plant. To know that a plant needs sunlight, water and a suitable temperature to grow. To know that there are microhabitats within our local area. To know the different habitats we have in our school grounds and some of the animals that live there. 	similarities differences observation reproduce	<ul style="list-style-type: none"> With guidance, they should begin to notice patterns and relationships Use their observations and ideas to suggest answers to questions Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> *with and without water *with and without light *warm and cold place Measure and record results then draw conclusions Learn that plants make seeds to reproduce. Can link to the story 'The Tiny Seed' by Eric Carle Use the internet and books to look at a variety of different seeds. Play matching game with photos of seeds and plants. Create a display or collage showing the life cycle of a flowering plant. Study the minibeasts found in our school grounds or the pond as a microhabitat. Create a poster for a home needed for a mini beast or pond creature, showing what features they would need e.g. place to hide or camouflage, source of food etc.
Geography	<p>4b. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>4c. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>4d. 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>Human Features</p> <ul style="list-style-type: none"> To know that human features are elements that have been created by humans. <p>Physical Features</p> <ul style="list-style-type: none"> To know that physical features occur naturally and would be there without humans. <p>Mapping</p> <ul style="list-style-type: none"> To know the 4 compass points. To know the directions: left, right, forwards, backwards. To know that maps show where things are. <p>Fieldwork</p> <ul style="list-style-type: none"> To know the human and physical features of our school grounds. 	aerial photos maps human and physical features buildings school grounds field North South East West left right forwards backwards compass direction trees pond symbols key represent identify	<p>Geographical Enquiry:</p> <ul style="list-style-type: none"> Investigate their surroundings. Make observations about where things are. <p>Direction/Location:</p> <ul style="list-style-type: none"> Follow directions (Y1: up, down, left, right, forwards, backwards/ Y2: inc' NSEW). <p>Drawing maps:</p> <ul style="list-style-type: none"> Draw a map of a real or imaginary place. <p>Representation:</p> <ul style="list-style-type: none"> Use own symbols on imaginary map. Begin to understand the need for a key. Use class agreed symbols to make a simple key. <p>Using maps:</p> <ul style="list-style-type: none"> Use a simple picture map to move around the school. Follow a route on a map. <p>Style of Map:</p> <ul style="list-style-type: none"> Use teacher drawn base maps. 	<ul style="list-style-type: none"> Look at aerial photos and Google maps to draw plans of the school grounds, showing the buildings, play areas etc. Use a key to represent key features. Use map of the grounds to find clues/information in treasure hunt style activity. Later add plants, including trees, to plan of the school grounds after identifying different species. To use the compass directions (Y2) and directional language (Y1) to follow directions around the school. Could follow instructions on a map etc.
Art	2 – To use drawing and painting to develop and share ideas, experiences and imagination.	<ul style="list-style-type: none"> To know that you can darken a colour by adding black. 	tone shade pattern natural	<p>Exploring/ Evaluating and developing ideas</p> <ul style="list-style-type: none"> Work from observations and known objects Use imagination to form simple images from given starting points or a description 	<ul style="list-style-type: none"> Search for patterns in nature – flowers, leaves, mini-beasts. Investigate pattern and texture in the natural environment by doing rubbings of tree bark and leaves.

	<p>3 – To develop a range of techniques using colour, pattern, texture, line, shape and form.</p>	<ul style="list-style-type: none"> • To know that you can lighten a colour by adding white. • To know that others colours can be used to lighten and darken. • To know what a pattern is. • To know that animals have symmetrical patterns. • To know that there are patterns in the natural environment. • To know that natural dyes and colours can be made from plants. • To know that different trees have different shaped leaves. • To know that Richard Long created many artworks using natural materials. • To know that Georgia O’Keeffe was an artist working in North America in the 20th Century. • To know what a collage is. 	<p>man-made symmetrical collage printing stencil relief print Richard Long Georgia O’Keeffe</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Investigate pattern and texture by describing, naming, rubbing and copying • Draw lines and shapes from observations using different surfaces <p>Painting</p> <ul style="list-style-type: none"> • Make as many tones of one colour as possible using primary colours and white • Darken colours without using black • Mix colours to match those of the natural world <p>Texture (textiles and collage)</p> <ul style="list-style-type: none"> • Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/ rocks/ leaves etc) <p>Printing</p> <ul style="list-style-type: none"> • Relief printing – string, card, etc • Use equipment and media correctly to produce clean image • Use appropriate language to describe tools, process, etc • Use printmaking as a means of drawing • Create order, symmetry, irregularity • Design and build repeating patterns and recognise pattern in the environment • Print with a range of hard and soft materials, natural and man-made (e.g. corks, sponge, fruit and vegetables, fingers) • Using roller and inks, take prints from other objects (leaves, fabric, corrugated card) to show texture • Talk simply about own work and that of other artists <p>Pattern</p> <ul style="list-style-type: none"> • Awareness and discussion of patterns around them – pattern hunt 	<ul style="list-style-type: none"> • Draw symmetrical patterns observed in animals such as ladybirds, butterflies, moths and spiders • Observe and draw flowering plants. • Look at the work of Georgia O’Keeffe and create own paintings or pastel drawings inspired by her work. • Create specific shades of green to match leaves that have been collected. Darken and lighten using colours other than white and black. • Experiment with ‘painting’ using flowers/leaves as inks. • Experiment with printing using leaves. • Create relief print stencils using string to form simple leaf shapes. Practice and learn to create a clean printed image. Print using leaves as a way to draw a tree – collaborative art. Mix a range of greens for the painting. • Create temporary collages using collected natural materials such as sticks, leaves, seeds, rocks, flowers. Look at work of Richard Long as inspiration. • Use leaves and sticks to create smaller collages of ‘Leafman’ inspired by the story.
DT	<p>4b - Explore and use mechanisms (for examples, levers and sliders) in their products.</p>	<ul style="list-style-type: none"> • To know that sliders can be used to move objects. 	<p>slider</p>	<p>Technical Knowledge (Mechanisms)</p> <ul style="list-style-type: none"> • Use levers or sliders. 	<ul style="list-style-type: none"> • To make a flower slider to show the growth of a flower. See pic. 
Writing	<p>Refer to Writing Progression Sheets for relevant year group objectives.</p>	<p>See writing progression sheets.</p>	<p>See writing progression sheets.</p>	<p>See writing progression sheets.</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Write a recount of a day in the holidays • Read shortened version of ‘The Secret Garden’ and pause at the point where the door opens – children then write a setting description of what is inside. <p>Year 2</p> <ul style="list-style-type: none"> • Read shortened version of ‘The Secret Garden’ and pause at the point where the door opens – children then write a setting description of what is inside. • Narrative about being lost in a forest and finding a key. Where

					<ul style="list-style-type: none">• Instructions on growing and caring for a specific plant• Using the story 'The Tiny Seed' by Eric Carle, write a description of a day in the life of a seed.• Descriptive poems about flowers• Poster for an animal needing a habitat• Recount of school trip	<p>does it lead to? Who or what might you find?</p> <ul style="list-style-type: none">• Descriptive poems about flowers• Instructions on growing and caring for a specific plant• Poster for an animal needing a habitat• Report on trees – What is a tree? Evergreen and Deciduous How seeds are spread trees in different climates• Recount class trip
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