

How does your garden grow?

Week	1 wc 23.02.26 1 st – St Davids Day	2 wc 02.03.26 4 th – World book day 5 th – Parents evening	3 wc 09.03.26 Science Week Phonics screening mock- resubmission	4 wc 16.03.26 17 th – St. Patrick’s Day	5 wc 23.03.26 Visit to local Church 24 th /26 th – Creative afternoons
Wow Element	Book arrives	Receive a packet of seeds and a letter.			
Power Maths	Unit 7: Addition and Subtraction within 20	Unit 8: Numbers to 50		Unit 9: Introducing length and height	Unit 10: Introducing mass and capacity
Real Maths and Role Play	Garden Centre				
English	The Extraordinary Gardener Keep a weekly diary to describe the changes to the seed.				
	Learn about poetry. Create an acrostic poem about Plants.	Create a daffodil poem using adjectives.	Write a letter telling Joe how to look after his seed. Use time connectives – First, Next, After, Finally.	Write a report of Joe’s Garden display. Focus on suffixes: -er and -est. Mother’s Day card insert. Easter card insert.	
	<u>Reading:</u> WTS – I know that there are different kinds of books. I know the difference between a storybook and an information book. I can use my phonic knowledge to decode words. I know some familiar stories I can say what I like or dislike about a book. EXS – I can blend sounds in unfamiliar words based on known GPCs. I can read words with familiar endings – ‘s, es, ing, ed, er, est’ endings. I can read phonetically decodable texts with confidence. I can identify unfamiliar words and ask about meaning.		<u>Writing:</u> WTS – I can begin to form lower-case letters in the correct direction, starting and finishing in the right place. I can spell unknown words using phonemes, making phonetically plausible attempts (yoo, rayn, sed). I can use a capital letter for the start of a sentence. EXS – I can form some lower-case letters in the correct direction, starting and finishing in the right place. I can use suffixes -ing, ed, er, est where no change is needed in the spelling of root words. I can use capital letters and full stops mostly accurately. I can begin to use other punctuation such as exclamation and question marks.		
Little Wandle	LW Spring 2 Week 2	LW Spring 2 Week 3	LW Spring 2 Week 4	LW Spring 2 Week 5 Assessment Week	LW Summer 1 Week 1
Handwriting	M, N	O, P, Q	R, S, T	U, V, W	X, Y, Z

SPaG	Plural Nouns -s, -es	Noun Suffixes -es	Compound words	Question marks	Sequencing sentences
Time for us/ Health and Relationships	Reconnect with the children. What did they enjoy doing in half term?	R-Time - What do children enjoy eating at home with their families? <i>I know that I need to eat well, drink well, move well and sleep well.</i>	What is healthy and unhealthy? <i>I know what I need to eat to be healthy and grow.</i> <i>I know why we have to drink water</i>	Eat well plate – classifying and sorting, different food groups, balanced diet and plenty of water. <i>I know what I need to eat to be healthy and grow.</i>	What people eat now and what did people eat in the past? Ask Grandparents, make comparisons. <i>I know what I need to eat to be healthy and grow.</i>
Science	Read Stick Man. Go on a seasonal walk around the school grounds. Identify the human and physical features of our school grounds. Blossom Field, Willow Garden, Hawthorn Hill, Oak Garden, Sports Zone <i>I know how to identify and classify</i> <i>I know how to observe changes across the four seasons.</i>	Plant seeds and observe changes over time. <i>I know how to observe closely, using simple equipment.</i> Explore the different trees that are found in the surrounding area. Name the roots, trunk, branches and leaves of a tree. Trees – Rowan, Elder, Sycamore, Leylandii (evergreen). <i>I know how to identify and describe the basic structure of a variety of common flowering plants, including trees.</i>	Science Week: Theme: What’s your question? <i>I know how to identify and classify</i>	Observe changes in planters around our school grounds. Daffodil (bulb), Crocus (bulb), Ox Eye Daisy, Marigold, Forget-me not, Sunflower, Snap Dragon Name the petals, stem, leaf and root of a plant. <i>I know how to identify and describe the basic structure of a variety of common flowering plants, including trees.</i>	Go on a Nature hunt. Identify and name a variety of common wild plants, common plants and trees. <i>I know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</i>
			TAPS Make careful observations of similarities and differences between plants? RSPB: Plant Safari		Nature Parks- Water permeability
	Explorify: Zoom in Zoom out – Brown and bumpy	Explorify: Zoom in Zoom out – Craggy surface	Explorify: Zoom in Zoom out – Creature comfort	Explorify: Zoom in Zoom out – Brown and sticky	Explorify: Zoom in Zoom out – Super succulent

	Odd One Out - The circle of life Reach Out Reporter	Odd One Out - Seeds of life Reach Out Reporter	Odd One Out - Underground, overground Reach Out Reporter	Odd One Out - Three weeds Reach Out Reporter	Odd One Out - Tall trunks Reach Out Reporter - RECORD
Computing	<u>J2E Paint:</u> Draw a plant with detail to show stem, roots, leaves and petals. <i>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>	<u>J2E: Animate</u> Create a simple animation of a minibeast flying over a garden. Remind children to create their background first. <i>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>	Recap BeeBot features using key vocabulary – forwards, backwards, left and right. Children to give verbal instructions to a partner to move the BeeBot along a mat. <i>I know how to use logical reasoning to predict the behaviour of simple programs.</i> <i>I know how to create and debug simple programs</i>		Project Evolve: Managing Personal Information. Refer to children’s AUP. Read #Goldilocks <i>I know how to use technology safely and respectfully.</i> <i>I know about the dangers online.</i> <i>I know how to keep personal information private.</i>
Art	Make a colour wheel showing primary and secondary colours. Develop skills mixing powder paint ratio to water. <i>I know how to use a wide range of art and design techniques using colour.</i>	Make observational drawings of daffodils (plants). Draw using observation. Introduce explorative mixing different hues and tones. Use colour mixing skills to mix paint to make paintings from our observation of flowers. Add highlighted and shadow areas to create depth and dimension. Use the vocabulary light and dark. For example, light blue and dark blue. <i>I know how to use drawing to develop and share my ideas, experiences and imagination.</i> <i>I know how to use a wide range of art and design techniques using colour.</i>	Print with a range of hard and soft materials to create a flower e.g corks, bottles, sponge, fruit. <i>I know how to use a wide range of art and design techniques using texture.</i>	Discuss what sculpture is. Make an origami flower. <i>I know how to use sculpture to develop and share my ideas, experiences and imagination.</i>	Using natural materials make transient art of a plant or tree. <i>I know how to develop and share my ideas, experiences and imagination.</i> Create Easter card. Use skills of printing and colour mixing. <i>I know how to use a wide range of art and design techniques using colour.</i>
D&T	<u>Mechanisms: Sliders and levers</u> <u>Design a greetings card.</u>		<u>Making</u> • Plan by suggesting what to do next.		<u>Evaluating</u>

	Design, make and evaluate a greetings card (product) for our family (user) to celebrate (purpose). Designing Research existing products. Research Mother's Day. Mock-up a slider-lever mechanism. Design product.	• Select and use tools, skills and techniques, explaining their choices.	• Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Technical knowledge and understanding • Know and use technical vocabulary relevant to the project.	
Geography	Discuss daily weather and season during morning Time 4 Us.			
	Create a weather diary for the month of March.			
	Identify the human and physical features of our school grounds. Blossom Field, Willow Garden, Hawthorn Hill, Oak Garden, Sports Zone Mark the different areas on a school map. I will devise a simple map; and use and construct basic symbols in a key.	I know that dropping litter has an effect on the natural world. I know ways we can care for our school environment. Litter Bug song. Read Somebody Crunched Colin.	Go on a plant hunt around school to identify various plants and trees in our school grounds. Trees – Rowan, Elder, Sycamore, Leylandii (evergreen). Observe local nature. I will use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.	Explore aerial photographs and floor plans to identify our school, Chaddesden Park and St. Mary's Church. Identify simple symbols such as a road, park, house and shop. I will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
History	Develop Chronology through daily calendar: focus on day, date, month and year.			
	Vivaldi to develop a sense of chronology and the changing seasons. Children will understand Vivaldi's occupation and explore his interests and achievements. (16-1700s) Listen to the Spring movements from the 'Four Seasons'. I know about the lives of significant individuals in the past who have contributed to national and international achievements.			
RE	Recap what has been learnt about Christianity.	Learn March hymn of the month: This little light of mine. Recap what we have learnt about Islam.	Learn about the Easter celebration. Relate their emotions to the Easter story. 'Remember when'- How and why do we celebrate scared celebrations.	Christianity – begin to learn about religious symbols, artefacts, places and practices in preparation for church visit. Explain the meaning of religious symbols.
				Learn about some of the features of a church and what they are used for. Visit St. Mary's Church. Learn about some of the features of a Mosque and what they are used for.

	Ongoing question from the syllabus- 1.7 – I know what it means to belong to a faith community?				
Music	<p>Share core book: Bear and the Piano. Focus – to learn about and explore music through high quality picture book texts.</p> <p>Sing simple chants and rhymes. Sing for pleasure: Boom Chicka Boom Bounce High, Bounce Low. I know how to use my voice expressively and creatively by speaking chants and rhymes.</p>	<p>Learn March hymn of the month: This little light of mine. I know how to use my voice expressively and creatively by singing songs.</p>	<p>Use names of plants/trees identified on Science curriculum to create and perform a word-pattern chant eg daff-o-dil, oak, pan-sy, for-get-me-not. Teacher to clap rhythm, children to copy. Extend by providing children with pictures to create their own word-pattern chant. I know how to play tuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.</p>	<p>Use names of plants/trees identified on Science curriculum to create and perform a word-pattern chant eg daff-o-dil, oak, pan-sy, for-get-me-not. Teacher to model on claves, children to copy. Extend by providing children with pictures to create their own word-pattern chant using claves. I know how to play tuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.</p>	<p>Sing ‘Pretty Trees all around the world’ – to sing a response accurately. Focus on controlling pitch by matching what they hear. I know how to use my voice expressively and creatively by singing songs.</p>
PE	Unit 4: Creative				
	<p>Week 1- complete baselines assessments. I can explore and describe different movements. I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.</p>				Complete end assessments.