

Lead subjects:

Science
Design and Technology

Science Key Vocabulary:

Root – the part of a plant which attaches it to the ground, conveying water to the rest of the plant

Stem – the main body of a plant

Flower – the seed-bearing part of a plant

Pollination – deposit pollen to allow fertilisation

Seed – the unit of reproduction of a flowering plant

Dispersal – the process of spreading something over a wide area

Soil – the upper layer of earth in which plants grow

Science: Plants

- **What makes a plant a plant?** – identify and describe the functions of different parts of a flowering plant
- **What do plants need to grow healthily?** – explore the requirements of plants for life and growth
- **What does each feature do to help the plant survive?** – investigate the way in which water is transported within plants
- **How do plants produce new plants?** – explore the part that flowers play in the life cycle, including pollination, formation and dispersal
- **Where is the best location to keep our plants?** – work scientifically to compare the amount of light on plant growth

English:

Mystery Stories – The Famous Five by Enid Blyton
Explanations - Plants



How does your garden grow?



Trips and Visitors

TBC

Design and Technology Key Vocabulary

Planter – a decorative container in which plants are grown

Splinter – a small, thin, sharp piece of wood broken off a large piece

Frame – a rigid structure that surrounds something

Prototype – a first version of a product from which other forms are developed

Dowel – a projecting peg used for holding together components of a structure

Design and Technology – A planter for growing plants

- **What products already exist?** – investigate similar products to the one to be made
- **What does the structure need to achieve?** – consider how garden designers choose the shape, size and materials for planters
- **How are the pieces joined together?** – teach skills to create a frame structure
- **What are the stages of making our product?** – plan the making process and choice of appropriate tools
- **How can we improve our design?** – evaluate against the design criteria, improving or adjusting where necessary.

History

Significant Individuals – Michelangelo

Link to RE unit of
expressing faith through
art

- **What was the Renaissance movement?** - develop of world history
- Note connections over time
- **What biblical stories did Michelangelo portray?** - devise historically valid questions
- Construct informed responses of relevant historical information. Give children the opportunity to replicate Michelangelo's work using his techniques.

Geography – Climate Zones

Link to science learning
about plants.

- **What are the different climate zones?** - describe and understand key aspects of physical geography
- **What grows in different climate zones?** – understand geographical differences through the study of physical geography
- **How are plants adapted to their climate zones?** – identify the significance of latitude
- Use maps to describe the features studied

Computing: Digital Literacy – Electronic Communication

- **How can we communicate online?** – know a range of ways to communicate online
- **How can communication vary?** – investigate the different formats, depending on audience
- **How can we use emails at school?** – open, create, forward and save emails and attach different files
- **How do we know when communication is unsafe?** – understand that some forms of electronic communication may be malicious or inappropriate

Spanish:

- Animals
- Plants
- Weather
- Understand basic grammar appropriate to the language
- Write phrases from memory adapting these to create new sentences
- Develop their ability to understand new vocabulary

Maths

- Decimals, percentages, fractions
- Written multiplication and division
- Geometry: position and direction
- Problem solving, reasoning and algebra
- Measurement
- Mental multiplication and division

RE: Expressing Christian faith through art

- **What mediums are used in Christian art?** – investigate sculpture, renaissance paintings, stained glass, icons, modern art, textiles
- **What is interesting about Christian artwork?** – understand that art can reveal the impact of faith on the artist's life and their beliefs
- **What is the message of the artwork?** – study pictures depicting a biblical story, discussing the artist's interpretation
- **What would your own artwork look like?** – give children the opportunity to create their own piece of expressive art