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| <b>STAYING ALIVE – SUMMER TERM. DRIVERS: Spirituality. Emotional Awareness. Music/Arts. Enterprise (PLTS). Possibilities – Boys Motivation.</b>   |   |   |
| <b>ACTIVITY IDEAS</b>   |   |   |
| <b>GROOVY GARDENERS – Summer 1</b>  |   | <b>HEALTHY HUMANS – Summer 2</b>  |
| <b>ROLE-PLAY AREA – Garden Centre.</b><br><b>VISIT TO FARM – potential jobs – farmers.</b><br>* Collecting names of plants. * Handling plants and naming the main parts.<br>* Investigating how we know that plants are alive. <b>VISIT TO LOCAL FARM/GARDEN CENTRE</b><br>* Planting seeds and setting up an investigation to find out what plants need. <b>DEVELOP</b>  |   | <b>ROLE-PLAY AREA – DOCTORS SURGERY.</b><br><b>NURSE VISIT TO CLASS.</b><br>* Investigate what our bodies can do and what they need in order to grow healthily.<br>* Explore the different food groups and food pyramids to find out what makes a balanced diet.<br>* Make a balanced meal plan. Create ‘garden music’ using untuned instruments.<br>* Listen to music which represents growing such as Vivaldi – ‘Spring.’<br>Grieg – ‘Morning. <b>VISIT FROM SCHOOL NURSE</b>   |
| <b>OUTDOOR AREA</b><br>* Developing our <b>scientific vocabulary</b> and <b>terminology</b> through this topic.<br>* Using a range of information sources to research plants.<br>* Learning about life-cycles.<br>* Examining seeds and fruits.<br>* Creating class glossaries about plants.  |   | * Taste test – different fruit juices (data handling – bar charts and block graphs.)<br>* Learning about exercise and looking at the effects of exercise on our muscles and bones<br>* To design booklets for younger children all about keeping fit.<br>* Learning how to be safe with medicines, understanding dangers and designing their own safety codes for medicines.<br>* Learning about the importance of cleanliness, hygiene and rest.<br>* Investigating the best way to remove bacteria from our hands.  |
| <b>ART (GROOVY GARDENERS)</b><br>* Drawing and identifying flowers and leaves. (First hand observational drawing and painting)<br>* Making careful drawings of seeds and fruits.<br>* Use leaves to make prints to explore colour, pattern, texture, line and shape.<br>* <b>(Study the work of artists Van Gogh &amp; Monet)</b><br>* Story of <b>Vincent Van Gogh – ‘Chameleon and the Sunflowers’</b> – interactive story.<br>* Repeating patterns printing with leaves. |   | <b>DESIGN &amp; TECHNOLOGY – Wheels and Axles – A wheelbarrow to transport plants.</b><br><b>TO DESIGN A WHEELBARROW TO CARRY OUR PLANTS TO OUR GARDEN CENTRE.</b><br>* Joining and combining sheet and reclaimed materials and using moving joints.<br>* Learning about wheels and axles and how to use these when making wheeled vehicles for a specific purpose.<br>* Develop their design ideas by investigating vehicles in the world around them.<br>* Use construction kits, and computer generated graphics or text to enhance their finished products.<br>* Apply basic measuring skills and to draw on their knowledge of forces. |
| <b>MUSIC</b><br>* Create ‘garden music’ using untuned instruments.<br>* Listen to music which represents growing such as Vivaldi – ‘Spring.’<br>Grieg – ‘Morning.’  |   | <b>The main features of the particular vehicle is the purpose of the product.</b>   |
| <b>HISTORY – (Changes Since I Was Born.)</b><br>* Queen’s Jubilee Garden Party. Looking at past Kings and Queens.<br>* Olympics now and in the past, how this has changed.  |   | <b>ICT Sum 1: Data Handling Sum 2: Coding (E SAFETY DAY)</b>  |
| <b>MUSIC</b><br><ul style="list-style-type: none"> <li><b>Summer 1: WHAT’S THE SCORE -</b><br/>Exploring instruments and symbols.</li> <li><b>Summer 2: SOUNDING INTERESTING –</b><br/>Exploring sounds.</li> </ul>   | <b>PE</b><br>GYMNASTICS<br>DANCE<br>GAMES lessons alternate weeks.<br>See <b>LEAPFROGS PE SCHEME</b><br><b>(April – July Planning.)</b> | <b>Sum 1: Data Handling</b><br><ul style="list-style-type: none"> <li>Create graphs &amp; pictograms for plant data.</li> <li>Use a <u>branching database</u> to sort information.</li> <li>Create own branching database.</li> </ul> <b>Sum 2: Coding</b><br><ul style="list-style-type: none"> <li>(See discrete plans.</li> </ul>  |

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| CURRICULUM OBJECTIVES VISITS: LIVERPOOL WORLD MUSEUM/WALKER ART GALLERY – LIVERPOOL  |   |  |
| <b>GROOVY GARDENERS – Summer 1</b>   |   | <b>HEALTHY HUMANS – Summer 2</b>   |
| <p>* Observe &amp; describe how seeds &amp; bulbs grow into mature plants.<br/>           * Find out &amp; describe how plants need water, light &amp; a suitable temperature to grow &amp; stay healthy.<br/> <b>Notes and guidance (non-statutory)</b><br/>           * Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.<br/>           * <b>Note:</b> Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.<br/>           * Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p> |   | <p>* Notice that animals, including humans, have offspring which grow into adults<br/>           * Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)<br/>           * Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.<br/> <b>Notes and guidance (non-statutory)</b> Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. <b>NHS LINK – Healthy Mind &amp; Body</b></p>   |
| <b>ART</b>   |   | <b>DESIGN &amp; TECHNOLOGY – Wheels and Axles – A wheelbarrow to transport plants.</b>   |
| <p>* To use a range of materials creatively to design and make products.<br/>           * To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination<br/>           * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.<br/>           * To 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.</p> <p><b>MUSIC</b><br/>           * Use their voices expressively and creatively by singing songs and speaking chants and rhymes.<br/>           * Play tuned and untuned instruments musically.<br/>           * Listen with concentration and understanding to a range of high-quality live and recorded Music.<br/>           * Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>                                  |   | <p><b>KS1:</b><br/>           Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].<br/>           When designing and making, pupils should be taught to:<br/> <b>Design</b><br/>           * Design purposeful, functional, appealing products for themselves and other users based on design criteria<br/>           * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology<br/> <b>Make</b><br/>           * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]<br/>           * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics<br/> <b>Evaluate</b><br/>           * Explore and evaluate a range of existing products<br/>           * Evaluate their ideas and products against design criteria<br/> <b>Technical knowledge</b><br/>           * Build structures, exploring how they can be made stronger, stiffer and more stable<br/>           * Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> |
|  |   | <b>HISTORY – (Changes Since I Was Born.)</b>   |
|  |   | <p>* Events beyond living memory that are significant nationally or globally (<b>The Queen’s Jubilee. Past Kings and Queens. )</b><br/>           * Compare aspects of life in different periods (<b>Olympics today and Olympics in the pas</b></p>  |
| <b>MUSIC</b>   | <b>PE</b>   | <b>ICT Sum 1: Data Handling Sum 2: Coding (E SAFETY DAY)</b>   |
| <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>   | <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns.</li> </ul> | <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Recognise common uses of information technology beyond school.</li> </ul>  |

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| <b>ROLE-PLAY AREA – Garden Centre.</b><br><b>VISIT TO FARM – potential jobs – farmers.</b><br>* Collecting names of plants in our locality. * Handling plants and naming the main parts.<br>* Investigating how we know that plants are alive.<br>* Visiting a local farm or garden centre.<br>* Planting seeds and setting up an investigation to find out what plants need.<br>* Developing our <b>scientific vocabulary</b> and <b>terminology</b> through this topic.<br>* Using a range of information sources to research plants.<br>* Learning about life-cycles.<br>* Examining seeds and fruits.<br>* Creating class glossaries about plants.   |  | <b>ROLE-PLAY AREA – DOCTORS SURGERY.</b><br><b>NURSE VISIT TO CLASS.</b><br>* Investigate what our bodies can do and what they need in order to grow healthily.<br>* Explore the different food groups and food pyramids to find out what makes a balanced diet.<br>* Make a balanced meal plan.<br>* Taste test – different fruit juices (data handling – bar charts and block graphs.)<br>* Learning about exercise and looking at the effects of exercise on our muscles and bones.<br>* To design booklets for younger children all about keeping fit.<br>* Learning how to be safe with medicines, understanding dangers and designing their own safety codes for medicines.<br>* Learning about the importance of cleanliness, hygiene and rest.<br>* Investigating the best way to remove bacteria from our hands.   |
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| ENGLISH  |  | MATHEMATICS   |
| <b>NB:</b> Start of term: <b>SAT</b> activities.<br><b>Favourite Poems:</b><br>* Chn listen to & read a range of poems of different types.<br>* Choose their favourite of each type & write it out in their best handwriting.<br>* Explore the punctuation used in poetry & experiment with punctuation in own poems.<br>* Recite their favourite poem from home.<br><b>Stories by the Same Author:</b><br>* Read and discuss some wonderful Anthony Browne books looking at the features that make them distinctive.<br>* Use the skills of inference to interpret stories and create characters for an illustrated story book of their own, based on one of the books.<br><b>Information Texts:</b><br>* Learn about different types of dinosaur.<br>* Explore the features of information texts and write a fact file about a dinosaur.<br>* Write questions, design a quiz and use past and present verb tenses. |  | <b>NB:</b> Start of term: <b>SAT</b> activities.<br>* Counting in fractions.<br>* Find $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ of amounts using sharing and number facts.<br>* Doubling and halving by partitioning.<br>* Adding pairs of 2-digit numbers by partitioning or counting on.<br>* Subtracting pairs of 2-digit numbers by counting back.<br>* Naming 3D shapes and identifying their properties.<br>* Telling time to the nearest quarter; beginning to tell the time to the nearest five minutes.<br>* Working out multiplication and division using beaded and also landmarked lines.<br>* Using landmarked lines to solve mystery multiplications and divisions.<br>* Solving word problems using multiplication or division.<br>* Add 2 amounts of money totalling less than £1.<br>* Find change by counting up or counting back.<br>* Solve 1 and 2-step addition & subtraction money problems |
| MUSIC  | PE   | ICT (E SAFETY DAY)  |
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## PERSONAL, LEARNING AND THINKING SKILLS (PLTS)

### The Arts

- \* Studying the works of Van Gogh and Monet.
- \* Observational drawings of fruits.
- \* Repeating patterns and printing.
- \* Creating 'Garden Music' with unturned instruments.
- \* Listen to 'Growing Music' such as Grieg and Vivaldi.

# STAYING ALIVE

### Spirituality

#### RE THEMES:

**Pentecost** – Serving – SPREAD THE WORD

**Reconciliation** – Inter-relating – RULES

**Universal Church-** World – TREASURES

- \* Garden music and music which represents growing.

### Emotional Well Being

#### GREAT PROJECT THIS TERM:

#### R TIME:

- \* Consider what we need in order to be healthy.
- \* Learn about the different food groups and how much of each we need. Making balanced meal plans.
- \* Looking at different forms of exercise and the effects on our **minds** as well as our bodies.
- \* Learning about the dangers of medicines and designing own safety codes.

### Enterprise

- \* Could we grow plants to make our outdoor area more attractive?
- \* Which plants could we grow so that we could start to produce our own produce? Could we produce our own food at home?
- \* Work in teams to design booklets for younger children about how to keep healthy – present to younger groups of children.
- \* Work in groups to design and make a wheelbarrow to transport plants that we have grown.

### Possibilities – Motivating Boys

- \* Visit a local farm or garden center. Learn about what these jobs entail and possibilities for our children.
- \* Consider the work of a farmer?
- \* Learn about the role of people who work in health such as doctors, dieticians and nurses.
- \* Consider jobs using ICT using graphics packages related to our Design and Technology project.