



The Creative Learning Journey

How does your garden grow?

Wow Starter: Trip to Ryton Pools

Final Event: Make sandwiches with cress that children grew and have a picnic on the field



UNDERSTANDING THE WORLD

Working scientifically KS1

- sc1 During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
 - sc2 asking simple questions and recognising that they can be answered in different ways
 - sc3 observing closely, using simple equipment
 - sc5 identifying and classifying
 - sc6 using their observations and ideas to suggest answers to questions

Plants KS1

- sc8 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- sc9 identify and describe the basic structure of a variety of common flowering plants, including trees.

Living things and their habitats KS1

- sc20 explore and compare the differences between things that are living, dead, and things that have never been alive
- sc21 identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- sc22 identify and name a variety of plants and animals in their habitats, including micro-habitats
- sc23 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- sc24 observe and describe how seeds and bulbs grow into mature plants
- sc25 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

PSED & RELIGIOUS EDUCATION

PSED Developing confidence and responsibility and making the most of their abilities KS1

- pc18 Take and share responsibility, for example, for their own behaviour.

PSED Preparing to play an active role as citizens KS1

- pa18 Beginning to understand that they have more responsibilities to meet the needs of living things.
- pa19 Begin to understand what harms their local, natural and built environments.

RE - Learning From Religion KS1

- rf18 Identify what matters to them and others including those with religious commitments.

Learning About Religion KS1

- ra18 Identify and suggest meanings for religious symbols and begin to use a range of religious words.

PHYSICAL EDUCATION

KS1

- pe1 I can run safely, controlling my speed and direction
- pe1.2 I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- pe1.5 I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- pe2 I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules

- pe2.1 I can think of simple tactics to help attack or defend in a team game
- pe3 I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

At the trip to Ryton Pools the children will discover the variety of plants growing within the parks, from tiny daisies to tall oaks. They will identify some common plants and the structures they have.

Whilst there, the children will also discover the importance of habitats and the amazing range of invertebrates within them. They will identify common creatures, what they are eating and who they depend on.

Back in school, we will use the knowledge we gained to grow a range of plants, make mobiles to show the life cycle of Sid the Seed and put all of our skills together to enjoy and explore our classroom garden centre.

Children will be responsible for looking after their own beans in their sprout houses. They will also need to look after the seeds in the seed tray (in the role play area) and their cress heads.

Children will find out how to look after and also what harms the environment. They will make posters to help others how to understand this too.

The children will be looking at religious symbols and items of clothing that have symbolic meaning.

The children will experience street dance taught by Woodgreen leisure centre coaches.

The children will take part in small sided games involving striking and fielding games.

How does your garden grow?

The children are going to be writing about their experiences at Ryton Pools - recounting the trip.

We will use Oliver's vegetables as a basis for the following:

The children will make information leaflets, and observation books based on the planting of seeds and what happens to the bean in their sprout houses. Oliver's vegetables might go missing! The children will make posters to ask for help finding their veg and will go on a carrot hunt around the school to collect them up so that Oliver's Grandad can make his carrot soup. We will use our allotment role play area to extend our vocabulary.

During poetry week, the children will go on environment walks and use their senses to describe things in the outdoor surroundings at Spring time. They will also use this description to come up with riddles too!

Children will follow instructions to make cress heads and once the cress is fully grown and ready to eat, they can write their own set of "How to make a sandwich" instructions so that we can all have a picnic on the field to finish off our topic.

Children will find a way to direct Oliver (the beebot) round the garden centre map so that he passes through and eats the vegetables on the way to visit his Grandad. Does Oliver know the way or has he made any mistakes?

LITERACY

Reading - word reading KS1

- e61 continue to apply phonic knowledge and skills as the route to decode words until automatic, decoding has become embedded and reading is fluent
- e62 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- e66 read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Reading - comprehension KS1

- e70 listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- e71 discussing the sequence of events in books and how items of information are related
- e73 being introduced to non-fiction books that are structured in different ways
- e77 continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- e78 understand both the books that they can already read accurately and fluently and those that they listen to by:
- e79 drawing on what they already know or on background information and vocabulary provided by the teacher
- e81 making inferences on the basis of what is being said and done
- e82 answering and asking questions

Writing - transcription - Spelling KS1

- e87 learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- e90 learning the possessive apostrophe (singular) [for example, the girl's book]
- e91 distinguishing between homophones and near-homophones

- e92 add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- e93 apply spelling rules and guidance, as listed in English Appendix 1

Writing - handwriting KS1

- e96 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Writing - composition KS1

- e100 writing narratives about personal experiences and those of others (real and fictional)
- e101 writing about real events
- e102 writing poetry
- e103 writing for different purposes
- e104 consider what they are going to write before beginning by:
- e105 planning or saying out loud what they are going to write about
- e106 writing down ideas and/or key words, including new vocabulary
- e108 make simple additions, revisions and corrections to their own writing by:
- e109 evaluating their writing with the teacher and other pupils
- e110 re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- e111 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Writing - vocabulary, grammar and punctuation KS1

- e117 expanded noun phrases to describe and specify [for example, the blue butterfly]
- e120 the grammar for year 2 in English Appendix 2
- e122 use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

MATHEMATICS AND COMPUTING

KS1

- ca1 I know that an algorithm is an instruction in a computer program
- ca2 I know that programs control digital toys
- ca3 I know that programmable toys can only understand the program language and can only do what the programs tells them to do

- co4 I can write a simple computer program
- co5 I can find and correct a problem in my program
- co6 I can predict what will happen by 'reading' a program

OUTDOOR LEARNING

Growing, planting, habitats, environment walks, observations, Carrot hunt