

Plants			Year 1 Summer 2
	Prior Knowledge	New Knowledge	Future Knowledge
Science	Study of different leaves, plants and trees at Forest School and in the outdoor learning environment, such as studying and dissecting different parts of a sunflower. (EYFS)	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2)
DT	Cooking & Nutrition: Discuss how to lead a healthy lifestyle. (YR)	Cooking & Nutrition: Spread - soft ingredients, e.g. Hummus. Snip - fresh herbs, spring onions. Cut - low resistance foods with a table knife into pieces/slices, e.g. canned pineapple slices, sticks of pepper, mushrooms - use a fork to secure foods.	Cooking & Nutrition: Measure - using different size measuring spoons, e.g. Liquids - refer to ingredients in simple fractions, e.g. half, quarter. Thread - thread soft foods onto cocktail sticks, e.g. fruit kebab – strawberries, satsuma segments. Cut - low resistance foods with a table knife into equal size pieces/slices, e.g. canned pineapple slices, sticks of pepper, mushrooms - use a fork to secure foods. (Y2)

Key Questions	Key Individuals	Key Vocabulary
<p>What is a plant?</p> <p>What is the basic structure of a plant?</p> <p>What is the difference between garden plants and common wild plants?</p> <p>What is the basic structure of a tree?</p> <p>What is the difference between evergreen and deciduous trees?</p>	<p>Jane Colden (1724-1766) was the first female botanist working in America, she studied plants throughout America, making many illustrations.</p> <p>Sir Joseph Banks (1743-1820) a famous 'plant hunter', who travelled with Captain Cook and advised George III when setting up the Royal Gardens at Kew.</p> <p>Jeanne Baret (1740-1807) the first woman to sail around the world, who introduced around 70 plants to Europe.</p>	<p>Deciduous - a plant loses its leaves, usually in autumn. The leaves will then grow again in spring.</p> <p>Evergreen - a tree that has green leaves throughout the entire year.</p> <p>Roots - a part of a plant that is usually hidden underground.</p> <p>Trunk - the thick main stem of a tree.</p> <p>Branch - a woody part of a tree or bush that grows out from the trunk.</p> <p>Stem - the main stalk of a plant that develops buds and shoots and usually grows above ground.</p>



Curriculum Leaflet	Year 1, Summer 2
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Year 1 will be exploring the topic: 'Plants'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in Science.

Maths	English	Home
<p>Maths Unit</p> <p>Place Value within 100</p> <ul style="list-style-type: none"> ● Counting forwards and backwards to 100 ● Representing numbers to 100 ● Partitioning numbers to 100 into tens and ones ● Comparing numbers with the same tens ● One more/one less than numbers to 100 <p>Money</p> <ul style="list-style-type: none"> ● Unitising ● Recognising coins ● Recognising notes ● Adding coins <p>Time</p> <ul style="list-style-type: none"> ● Before and after ● Days of the week ● Months of the year ● Hours, minutes, seconds ● Tell time to the hour ● Tell time to the half hour <p>Revisit and Consolidate</p> <ul style="list-style-type: none"> ● Counting in 2s, 5s, and 10s ● Making equal groups ● Sharing to make equal groups ● Half of a shape and quantity ● Quarter of a shape and quantity ● Left and right ● Partitioning ● Adding coins 	<p>We will be reading: Wild, by Emily Hughes</p> <p>Writing Genres:</p> <p>Descriptions</p> <ul style="list-style-type: none"> ● Nouns (person, place, animal or thing) and adjectives (describing words) ● Suffix 'ing' and 'ed' ending <p>Writing in role</p> <ul style="list-style-type: none"> ● Independent use of relevant adjectives and synonyms ● Joining sentences using 'and' and 'because' ● Writing in first person, e.g. 'I', 'my' <p>Recount</p> <ul style="list-style-type: none"> ● Chronological sequence of pictures ● Recall of events verbally ● Writing in a chronological order ● Using time words, next, then, after, finally etc. ● Using appropriate vocabulary including words on our 'Word Web' 	<p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> ● Use of Phonics Play, Phonics Bloom or a similar website to revisit and practise the Phase 4 and 5 sounds and tricky words ● Daily reading ● Writing or receiving postcards/letters from family in other parts of the country/world ● Practise rapid recall of number bonds number bonds to 10 - Talk about relationships of these numbers to bonds to 20. ● Think of synonyms for words like happy, sad, big, small. ● Listen to and discuss simple poems. ● Discuss the weather each day ● Grow some plants from seeds/bulb ● Discuss deciduous and non-deciduous trees and look for them during winter walks. ● Cut - low resistance foods with a table knife into equal size pieces/slices, e.g. canned pineapple slices, sticks of pepper, mushrooms - use a fork to secure foods. ● Learn the names of some popular trees and flowers. ● Explore plants growing near your house and discuss if they are wild or garden plants.