



### GEOGRAPHY

- Where do different plants come from?
- Where does our food come from?

### RE

- Why do Christians call the day Jesus died Good Friday? (Y3/4)
- What do Christians believe Jesus did to save people? (Y5/6)

### LITERACY

- Story writing (Leon and the place between, The Tear thief)
- Information text (How are humans damaging the atmosphere? How frogs grow?)

### LANGUAGE

- Scientific vocabulary
- Debate about a current affair (5/6)
- Construct simple sentences - French

### SMSC

- Climate change
- Plants and their impact

### PERSONAL DEVELOPMENT

- Risk taking
- Independence

### CREATIVE AND CRITICAL THINKING

- How can we tackle climate change?

### DIGITAL DIMENSION

- Colour work from selected garden imagery (photographs/images)

### CREATIVE OUTPUTS

- Stylised painting (Sunflowers – Van Gogh)
- Functions of plant parts through collage
- Colour work from selected garden imagery

### MUSIC

- Play music to video of plants growing
- Tubular Bells – Mike Oldfield (focus on pitch)

### ART AND DESIGN

- Technical/line drawing
- Drawing using negative shading (Y5/6)
- Van Gogh – sunflowers
- Creative collage

### PHYSICAL EDUCATION

- Trampolining
- Hockey
- Tag rugby
- Gymnastics

### MATHS

- Number and place value
- Addition and subtraction
- Multiplication and division
- Statistics
- Measurement
- Geometry (properties of shape)
- Fractions (including decimals – Y4)
- Geometry (position and direction – Y4/5/6)
- Fractions (including decimals and percentages – Y5/6)
- Ratio and proportion (Y6)

### SCIENCE – Plants and growing

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

### COMPUTING

- Keyboard skills, touch typing
- Ongoing word processing and presentation skills
- Data collection, data analysis(Excel)
- Internet safety