

How does your garden grow? Curriculum Driver

Year 2 Summer Term

Topic Question: How does your garden grow?

Linked people of study: William Morris- Art

Linked texts: Jim and the Beanstalk (Raymond Brigg), The Tin Forest (Helen Ward), Mama Mita (Donna Jo Napoli), The Bug Hotel (Clover Robin book of Nature), Let's Get Gardening (RHS), William Morris (V&A)

Linked Music: Rainbow Pond Music

Trips/Visitors: Eden Project

Topic Composite/Finale: Items to sell at the summer fair.

Year 3 Future Learning Link: How many dinosaurs roamed the earth?



Science

Intent: To grow plants from seeds and bulbs and know how to keep them healthy.

To know what a habitat is and know that different animals have different habitats depending on their needs.

Skills, and Knowledge Components Focus

- 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.
- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- 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.
- Identify and name a variety of plants and animals in their habitats including microhabitats.
- 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.

Sticky Knowledge:

- I know that plants are living things
- I know that plants need water, warmth, nutrients from soil and light to grow.
- I know that plants start life as a seed or a bulb.
- I can name things that are living, dead and never been alive.
- I know that a habitat is a place where living things can find all the things they need to survive.
- I know that living things need food, water, air, space to grow and some shelter.
- I know that microhabitats are very small habitats where mini beasts live.
- I know that animals and plants depend on each other to survive and all living things have a part to play in food chains.

Key Vocabulary: bulb, crop, flower, flowering, fruit, garden, herb, leaf, leaves, nutrients, petal, plant, roots, seeds, stem, vegetable, weed, light, soil, shelter, food chain, habitat, microhabitat, mini beast, source, depend, warmth, survive, grow, air, water

Subject Composite: Plant seeds and bulbs in the school environment.

Impact: Children understand how to grow a healthy plant and understand the role of plants in a food chain.

Art

Intent: To be able to use a malleable material to create an object.

Skills, and Knowledge Components Focus

- Use malleable materials
- Begin to look at different artists work and attempt own interpretations of the style and the technique.
- Explore pattern through printing and stamping.
- Continue to explore and be exposed to work by other artists and designers.
- To use simple dyeing techniques including printing.
- To look at artists through history.

Sticky Knowledge:

- I know that William Morris is a famous designer and printer.
- I know that a repeated pattern can be created using a printing block.
- I can select appropriate tools to create a printing effect.

Key Vocabulary: clay, mould, smooth, roll, shape, texture, printing, printing block, roller, ink, paint, pattern, repeat, designer

Subject Composite: Create a clay plant pot and printed jute bag to sell at the summer fair.

Impact: Children know that they can be artists.

DT

Intent: To use a set of criteria to design a functional product using their knowledge of habitats.

Skills, and Knowledge Components Focus

- Design an appealing and functional product with a purpose for themselves and others.
- Use a set of criteria to aid the design process.
- Draw and make notes on their design ideas
- Explain what they are making and what they will need to use.
- Select and name appropriate tools and equipment needed from a given range.
- Know which equipment is used for cutting, shaping and joining and finishing.
- Select from a wide range of materials and components depending on use.
- Explore and evaluate existing products.
- Evaluate their product against their design criteria.

Sticky Knowledge:

- I know that products are designed and made to do a certain job.
- I know what a set of criteria is and why it is important when designing a product.

Key Vocabulary: design, criteria, plan, make, evaluate, tools, equipment, hack saw, wood block, ruler, measure, string, join, product, materials,

Subject Composite: Design and make a bug hotel.

Impact: Children have a clear of a design process.

Computing

Intent: To have an understanding of technology in the real world and know how it can be used for advertising purposes.

Skills, and Knowledge Components Focus

- Use different font sizes, colours and images to communicate meaning for a given audience.
- Use technology to create, organise, store, manipulate and retrieve digital content.

Sticky Knowledge:

- I know how to open a Word or Publisher document.
- I know how to change font size and colour.
- I know how to copy and paste an image.
- I know how to save my work.

Key Vocabulary: font, Word, Publisher, copy, paste, size, colour, text, image, save

Subject Composite: Poster advertising Jute bags to sell at the summer fair.

Impact: Children understand that technology can be used to advertise.