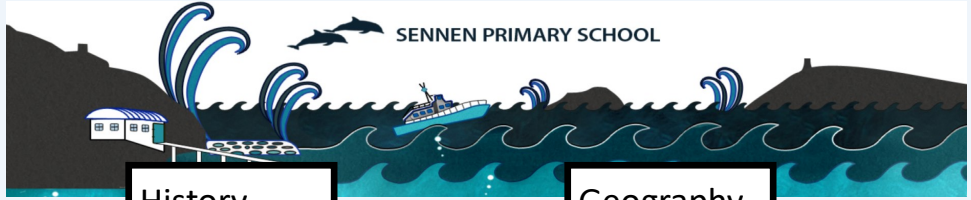


In this topic children gain a scientific understanding of the different parts and functions of plants as well as what they need to thrive and reproduce.



**History**

**Geography**

**Science**

**Computing**

**PSHE**

Intent—

Intent -

Intent—

Intent—

Intent—

None this half term.

None this half term.

To understand what plants need to thrive and reproduce.

To change and edit photos.

To understand the importance of budgeting and making positive spending choices.  
To identify ways that money can be earned.

**Prior Learning—** To be able to develop an understanding of how people lived in Britain in prehistoric times and how & why his changed.

**Prior Learning—** In Y1/2 the children used maps to identify different continents.

**Prior Learning—** in Y1/2 the children described basic structures of trees & plants. They also explore how plants grow from seeds and bulbs.

**Prior Learning—** to create media content involving identifying devices & understanding copyright implications.

**Prior learning—** Last year, the children looked at budgeting and spending choices, before planning their enterprise event at the end of summer term.

Sequence of learning

Sequence of learning

sequence of learning

Sequence of learning

Sequence of learning

None this half term.

None this half term.

1. What do plants need?
2. Do the different parts of a plant have a function?
3. What are roots?
4. How do plants transport water?
5. How do plants reproduce?
6. How are seeds dispersed?

1. Changing digital images
2. Changing the composition of images
3. Changing images for different uses
4. Retouching images
5. Fake images
6. Making & evaluating a publication

1. identify what makes good value for money
2. How to put a budget together and keep track of my spending
3. Understand how emotions are linked to what we spend
4. To identify the range of jobs available and some of the positives and negatives of different careers.
5. To begin to think about what jobs might be good for me.

**Next Steps—** Historical knowledge will be revisited in Cycle B Term 1

**Next Steps—** local geographical knowledge & land use.

**Next Steps—** In Y5, children will look at lifecycles of plants.

**Next Steps—** Data logging—collecting data over time.

**Next Steps—** The children will go on to plan an enterprise project where they will make and sell things at a market. They will also do some transition lessons to get them ready for the next stage in their learning.

Image editing will progress in UKS2.

**Impact**

**Impact**

**Impact**  
Children will name the parts of a plant and their functions. They will also discover what plants need to grow successfully and how & why they disperse seeds.

**Impact** Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.

**Impact**  
Pupils will be able to balance a budget, and use their skills to make and sell items at a market, ideally turning a profit. They may begin to think about different careers and what might suit them.

Art

D & T

Music

RE

Texts that match our topic

Intent—

Intent— To understand where our food comes from and discover why seasonal food has a positive effect on the environment.

Intent— To learn a complex tuned piece to accompany a song  
To compose untuned accompaniments to play alongside a piece.

Intent—

To know the Hindu belief about God.  
To understand the ideas behind Karma for Hindus

**Prior Learning—** to develop an understanding of prehistoric art using various styles & resources while considering the use of a colour palette.

**Prior learning—** In KS1, children learn about food groups and healthy choices.

**Prior learning—** Last term children learned easy glockenspiel parts to perform along with singing the song 'Three Little Birds'.

**Prior learning—**  
This is new learning for the children. They have looked at some Hindu festivals, but haven't explored them as a religion.

None this term.

Sequence of learning

Sequence of learning

Sequence of learning

1. Where in the world?
2. British seasonal foods
3. Rainbow food
4. Making tarts

1. Appraise and begin to learn the song 'Lean on Me' by Bill Withers
2. Learn glockenspiel easy part to play alongside lean on me
3. Learn glockenspiel harder part to play alongside lean on me
4. Plan some untuned percussion instrument parts to play alongside our tuned instrument.
5. Practise and perform

1. What is Hinduism? What are their beliefs about God?
2. Explore story of the man in the well
3. Explore Hindu idea of Karma, and the thoughts behind cause and effect.
4. Explore the 4 main aims of Hinduism—Dharma, Artha, Kama, Moksha

**Next steps—** Formal elements of art in the Summer term.

**Next steps—** In UKS2, children continue to prepare healthy food using health & safety guidelines.

**Next steps—** Children will learn and perform 'Blackbird' by The Beatles. They will use the key notes in the song to plan a short tuned piece to perform.

**Next steps—**we will continue to look at Hinduism in term 6, exploring how Hinduism journey towards Moksha, the core values they live by, how they make a difference, and the idea of reincarnation.

Impact

Impact

Impact

Impact

Children will be able to plan and make a tart using seasonal ingredients. Follow health & safety procedures.

Children will perform their version of 'Lean on Me' in assembly, playing both tuned and untuned instruments.

Children will be able to identify the 4 main aims of Hinduism and how it affects their day to day life. They will be able to talk confidently about how this relates to their own beliefs and values.

