



The Extraordinary Garden



Rationale

Having considered Joe's letter about creating an extraordinary garden the children identify and classify a range of wild and garden plants. The children also name the basic structure of a plant and perform a simple experiment by planting their own seed – to create an Extraordinary Garden. During the experiment, children will identify seasons and daily weather patterns in the UK and discuss the impact it has on plants. The children will explore the Artist: Pieter Wagemans and explore drawing, painting and sculpture to develop their experiences and imagination.

Hook

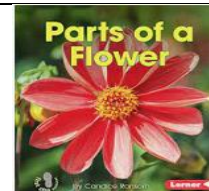
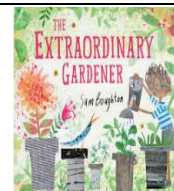
The children are asked to create an extraordinary Garden for their parents/carers to visit.

Outcome

A grand opening of 'Year 1's Extraordinary Garden', with a tour of their planting and art.

English

Link texts;



Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using Talk for Writing, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

Narrative;

Imitate and innovate the extraordinary gardener

Non- narrative;

Write an information leaflet for visitors to help them learn about the different parts of a flower.

Writing skills to cover

- Using full sentences and correct punctuation. Re-reading sentences to check.
- Plan, draft, edit and write
- Extending sentences using conjunctions
- Handwriting

- Lower case and upper case letters are consistently correct in relative size.

Spelling, Punctuation and Grammar

- suffix e, es, ed, ing, er and est
- prefix un
- Common exception words
- Begin to correctly use apostrophe for contracted forms and the singular possessive.
- Conjunction and
- Begin to use or, but, so, because to join clauses.
- Apostrophes for singular possessive
- Past tense
- Adjectives

Weekly free writes; are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

Science - Plants

NC - Knowledge:

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Take a walk to the common to explore a range of plants and trees.

Sort and classify plants and trees.

Identify and describe the basic structure of a variety of common flowering plants, including trees

Label the basic parts of a flower

Create each part of a tree out of playdough and label accordingly.

NC - Working Scientifically

Perform simple tests (Year 1 focus) e.g.

Planting beans varying the soil type, light and water.

Create a bean diary to monitor the progress of growth.

How do the different conditions affect the growth of the bean?

Know whether the test has been successful and can say what has been learned.

Ask simple questions and recognise that they can be answered in different ways e.g.

Use simple equipment to observe closely (Y1 focus)

Art

To know about the work of a range of artists

Investigate and evaluate the work of Pieter Wagemans

Describing the differences and similarities between different practices and disciplines, and making links to their own work

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Use colour and shape appropriately to create their own plant drawing

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Practise and use a range of pencil techniques

Geography - Seasons

Enquiry Question: What are the seasons?

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles.

All children can:

- identify changes in the weather
- identify seasonal weather patterns in the UK
- assist in taking repeated observations and record these using symbols
- understand the different parts of the UK and that the weather may vary, and there can be hot and cold areas of the UK on the same day.

Visits and Visitors -

Cultural capital; Maths - Create a weekly diary of plant growth using accurate standard measurement cms (cubes) of height of beans and temperature (morning and afternoon).

Organise and take the money in the role play cafe

PSHE - How can we consider others in the local community - charity support.

Role Play - garden centre - till, plants on shelves, seedlings, pots, trowel, gloves, seed trays, labels, gardening books

Home Learning

Send home mystery seeds to plant in a plastic bottle, monitor and ensure healthy growth ready to bring in to create a wall garden.