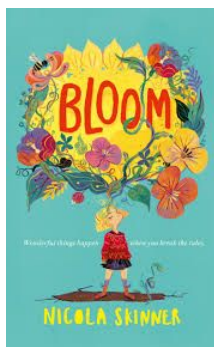


# Flower Power



Term	Topic Name	Key Text / supporting texts	Key Focus / Key Question	Key emotional, physical and social intent
Spring 2	Flower Power	<p><b>Bloom</b></p> <p>Toby Alone</p> <p>The Little Gardener</p> <p>Greenling</p> <p>I Love This Tree: Discover the life, beauty and importance of trees</p> <p>A Seed is Sleepy</p> <p>Botanicum (Welcome to the Museum)</p>	<p><b>Science</b></p> <p><i>What is the power of plants?</i></p>	<p>Making good choices</p> <p>Taking responsibility</p> <p>Understanding the wider world</p> <p>Care for the environment</p> <p>Sustainability</p>

## Science Coverage

Key Question	Ancillary Questions and content focus	Science Objectives	Learning outcome, taken from skills progression document
What is the power of plants?	<ol style="list-style-type: none"> <li>1. What do we know about the parts of plants and their functions?</li> <li>2. What is the function of the roots of a plant? How can we prove it?</li> <li>3. What is the function of the stem or a plant? How can we prove that it helps transport water?</li> <li>4. What is the function of the leaves of a plant? What happens to plants that have no light?</li> <li>5. What are a plant's requirements for survival?</li> <li>6. What is the function of each part of a flower?</li> <li>7. What stages are involved in the life-cycle of a plant?</li> </ol>	<p><b>AF1: Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>- To be able to set up a simple practical enquiry.</li> <li>- To be able to make systematic and careful observations.</li> <li>- To be able to use results to draw simple conclusions.</li> <li>- To be able to gather and record data.</li> <li>- To be able to use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Plants</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>- 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.</li> <li>- investigate the way in which water is transported within plants.</li> <li>- explore the part that</li> </ul>	<ol style="list-style-type: none"> <li>1. To demonstrate existing knowledge of the parts and functions of plants.</li> <li>2. To identify and explain the function of the roots of a plant. AF1 - To set up simple practical enquiries. AF1 - To make systematic and careful observations.</li> <li>3. To demonstrate understanding of the ways in which water is transported within plants. AF1 - To be able to use results to draw simple conclusions.</li> <li>4. To identify and explain the function of the leaves of a plant. AF1 - To be able to gather and record data.</li> <li>5. To devise and conduct an investigation to explore the requirements plants need for survival. AF1 - To gather and record data. AF1 - To use results to draw simple conclusions.</li> <li>6. To summarise the functions of each part of a flower. AF1 - to use straightforward scientific evidence to answer</li> </ol>

		flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	questions or to support their findings. 7. To explain the importance of the different stages in the life-cycle of a plant. AF1 - To make systematic and careful observations

### History and Geography objectives coverage

Geography Objectives	Learning Opportunities	History Objectives	Learning Opportunities
To use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Map skills to locate different types of plant life across the world - investigate physical features of countries that enable specific plants to live there.	N/A	N/A

### English coverage

<u>Text types</u>	<u>Outcome</u>
Fiction - Fantasy Story	To create own fantasy story about a land overrun by plants.
Recounts	To write a recount of the life cycle of a flowering plant.

<u>Topic</u>	<u>Objectives</u>
Working Scientifically	<ul style="list-style-type: none"> <li>- To be able to set up a simple practical enquiry.</li> <li>- To be able to make systematic and careful observations.</li> <li>- To be able to use results to draw simple conclusions.</li> <li>- To be able to gather and record data.</li> <li>- To be able to use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>
Plants	Pupils should be taught to: <ul style="list-style-type: none"> <li>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>- 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.</li> <li>- investigate the way in which water is transported within plants.</li> <li>- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>

### PSHE coverage

<u>Topic</u>	<u>Objectives</u>
Careers, financial capability and economic wellbeing - Saving, spending and budgeting	To identify what influences people's choices about spending and saving money.  To recognise how people can keep track of their money.  To know about the world of work.

### Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art and / or DT	To take inspiration from design throughout history.  <b>Printing:</b>	DT - Horticultural design - Children to design a garden for an area of the school. Take inspiration from the work of horticultural designer, Gertrude Jekyll.  Art - To use printing techniques to create flower images.

	To develop ideas. To master techniques.	To use printing to replicate natural patterns created by plants.
RE	To recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	Christianity: Easter - Forgiveness. What is 'good' about Good Friday?  Link to Topic - The Tale of 3 Trees.
Computing	To develop a basic understanding of how email works. To gain skills in using email. To be aware of broader issues surrounding email, including 'netiquette' and online safety. To work collaboratively with a remote partner. To experience video conferencing.	<b>We are Communicators - Communicating safely on the internet:</b> Use email and video conferencing to source resources and discuss ideas for designing and creating a sensory garden area in the school grounds.  <b>Keeping information safe - We are aware of our digital footprint:</b> Understanding the digital trails we leave behind.
PE	To bounce a ball at speed, static and travelling. To field a low and high ball. To refine fielding and catching skills. To refine striking a ball off a tee. To strike in different directions and over increasing distances. To refine a variety of sending skills.	<b>Striking and Fielding Games:</b> Develop skills through the game 'Bouncy Ball'. Explore different ways of sending a ball other than throwing or striking with a bat. Children to create their own striking and fielding game - 'Whacky Wickets'.
Music		Explore classical music inspired by plants and flowers.

### Enrichment

**Stunning Start** - Plant Murder Scene. What parts can children identify? What are their functions? Are plants living things? - Can they be murdered? Set the children the challenge - To design a sensory garden for an area of the school grounds.

**Trip** - Visit to a garden centre / landscape garden? (Wakehurst Place + seed bank)  
Visits from gardeners / gardening experts / helpers.

**Endpoint** - Children to unveil their sensory garden and to give visitors a guided tour, explaining their choices and the reasons for their design ideas. How will they maintain their garden?