

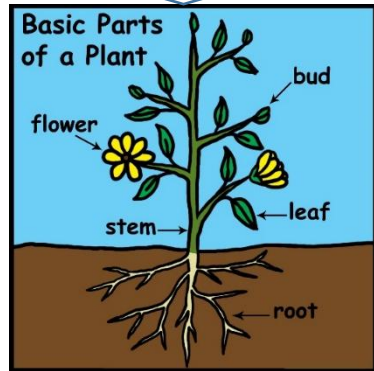
Broomfield Knowledge Organiser: Summer 1: Growing






Key books this half term:



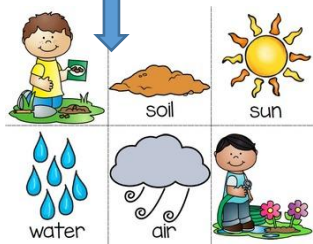
Enquiry question: What do plants need to grow?

We will explore how plants grow'
Measuring
Labelling
observing



	Ramadan Ramadan remembers the month the Qur'an (the Muslim holy book) was first revealed to the Prophet Muhammad. Many Muslims fast during this time
	Easter Christians mark Jesus' death and celebrate his resurrection.
	St. George's Day Celebration of St. George, the patron saint of England
	Eid al-Fitr Holiday celebrated when Ramadan, the month of fasting, finishes.
	Vesak (or Wesak) Celebration of Buddha's birthday and life

Jack and the Beanstalk/The Tiny Seed/Up to My Knees
Possible learning experiences: The needs of a plant experiment. Drawing plants and flowers. Seed dispersal.



Big Gardening Event!
Inviting parents and grandparents etc into school to plant bulbs, plants and flowers with the children.

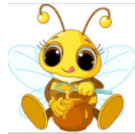
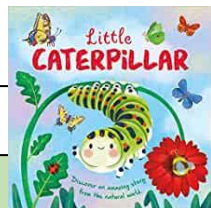


 [The Little Bean song](#)

School Trip
Visit to Chatham Green Wilderness Foundation

roots: take in nutrients and water from the soil
leaves: catch the sunlight to give the plant energy to grow
stem: the skeleton of the plant – helps it to stand tall and grow towards the sun
petal: the bright colour to help to attract lots of insects

Little Sunflower/Little Caterpillar
Possible learning experiences: Learning about the life cycle of different minibeasts and creatures, such as ladybirds, frogs and caterpillars



What can you grow in your garden? Take some photos and put on Tapestry or bring in what you have grown.

Enquiry question:
How do minibeasts help plants?



Physical Development: Gross and Fine Motor Skill

Children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences.

They begin to understand using levels and directions when travelling and balancing.



PSHE: Physical health and fitness / healthy eating.

We will be talking about our favourite sports, healthy foods and why sleep is important.

Expressive Arts and Design: Artist: Paul Klee: 2D shapes painting and printing



Painting in shades of colour:



Maths: Number:

Cardinality, ordinality and counting

A key area of focus this term will be to develop confidence in counting strategies, including counting on from different starting numbers. The children will also consider strategies for counting larger numbers of objects, including those that cannot be moved. Practical activities – such as using counting wands and helping a puppet to develop their counting skills – will help to embed these key areas of understanding. During classroom routines, the children will also be given further opportunities to hear, and join in with, counts beyond 20. Adults should continue to draw attention to the pattern of the counting numbers beyond 20.

Subitising

Another key focus this term is the ongoing development of visualising skills: encouraging the children to look carefully at structured arrangements, such as those shown on dice and 10-frames, and then to close their eyes and explain what they see. Using spatial language and hand gestures to describe sub-groups within these arrangements will deepen the children's understanding of part-part-whole relations and allow them to further consider composition (the numbers within numbers).

Composition

The children will have an opportunity to build on previous work on the composition of 6 and 7 as '5 and a bit', and see that both 8 and 9 can be composed as '5 and a bit'. A range of representations in which 5 is visible as a clear part will be used, including fingers, the double dice frame and the 10-frame. Discussing and comparing these representations will enable children to generalise that each of the numbers 6 to 9 *can* have 5 as a part.

Literacy: Reading

Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry)

Using our phonics to help us read: Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words, captions and simple sentences. We are focusing on Phase 3 and 4. In Phase 4 no more new sounds are introduced. This phase consolidates Phase 3 and teaches letter blends, such as sn and sp.

Digraphs: Two letters (graphemes) that make one sound, such as oa, ee, ai, ow, ur and er.

Twin letter/cuddling grapheme: A special digraph made up of two letters that are the same and they make one sound, such as ll, ss

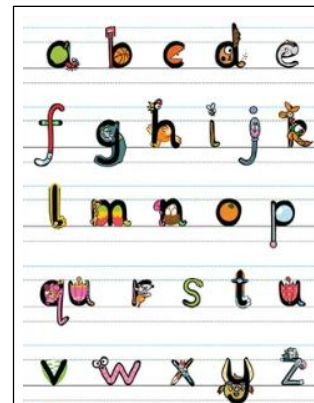
Trigraphs: Three letters (graphemes) that make one sound, such as igh, ear, air and ure

Literacy: Writing

Orally compose and write a simple sentence with a full stop

- 1) Orally compose (say) a phrase /sentence.
- 2) Tap, clap, stomp.
- 3) Count how many words.
- 4) Say first word / robot the word / write the word

The car was in a rush.



Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.

Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.

Can you practise your letter formation at home?

