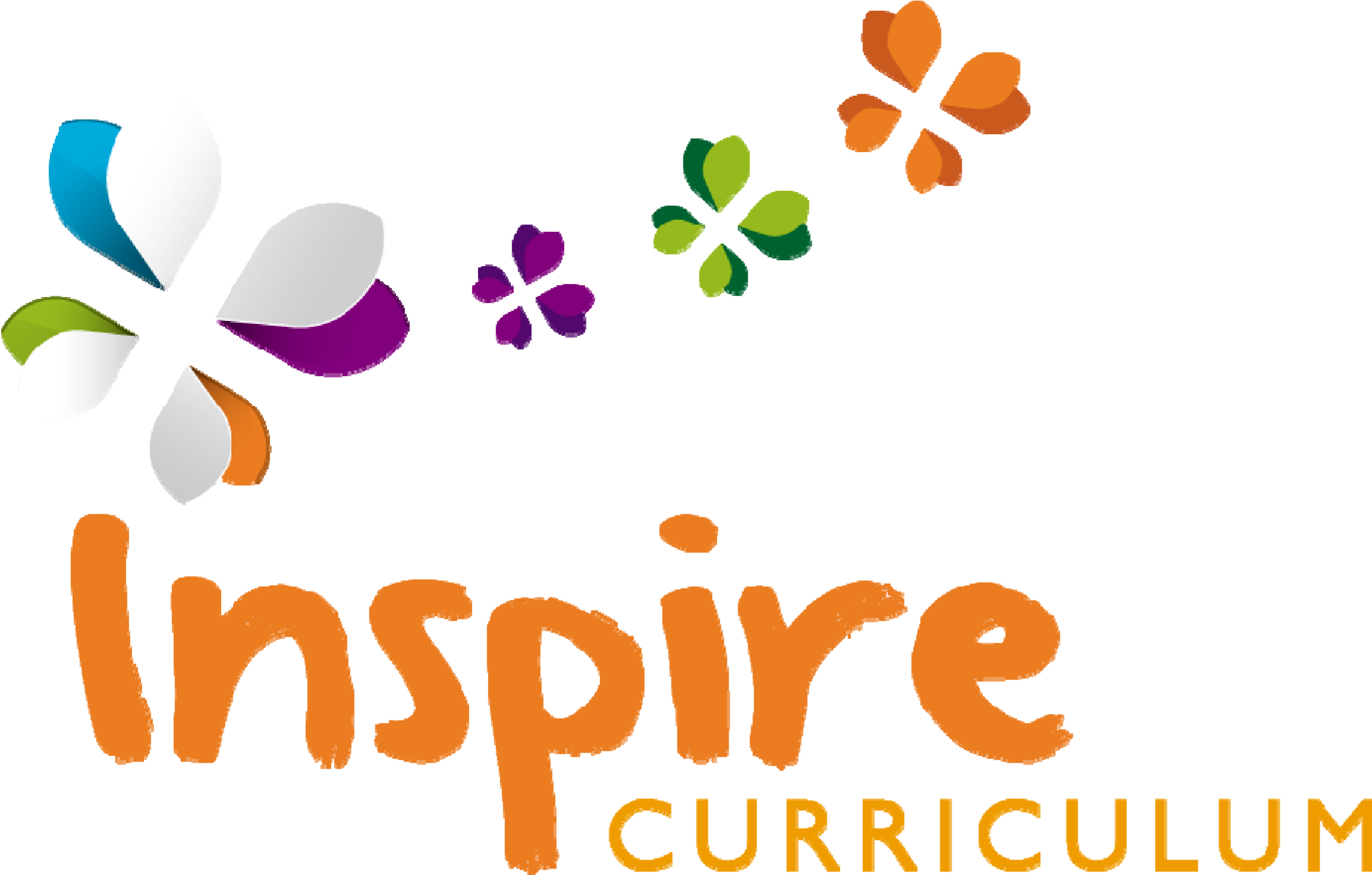
**Unit:** The Potting Shed…Buried Treasure

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The Potting Shed…Buried Treasure



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| **Unit Overview** |
| Through this Unit, pupils will find out how we have so many beautiful plants growing in our local gardens through learning about plant hunter George Forrest. After he arrives in a time machine, the pupils will learn about his life and work, through looking at original photographs and other resources. The pupils will draw contrasts between the past and the present, by speaking to a modern day plant hunter.    The pupils’ knowledge of what is growing in their area will deepen through local walks and a visit to a local garden. Pupils will name plants through using identification cards and develop skills such as observation, identification and asking and answering questions.    Alongside this exploration, the children will learn about another quest, through learning and performing The Gingerbread Man.    The classroom should be set up as a storytelling area, the home of the little old man and old woman. Include character masks, the refrain and key vocabulary from the Gingerbread Man, laminated speech bubbles for the pupils to write on, shopping list pro forma, gingerbread recipe cards and balances.    Set up an outdoor role-play area as a Garden Centre where pupils can plant seeds and buy and sell plants. Provide whiteboards or clipboards, pencils to price plants, laminated pages from garden catalogues, pots, compost, seeds, plant labels and watering cans. Include plans of the school area and garden catalogues in the art/ making area. Pupils could stick items on the plans to show what they would like to grow at school.    The children will be deciding how they would like to share what they have learned at the end of the unit, so there may be planing for an audience, an assembly, an exhibition to organise in advance. |

**Year:** 1

**Term:** Spring 3



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| **Programme of Study** | | |  |
| **Unit:** The Potting Shed…Buried Treasure  **Year:** 1  **Term:** Spring 3 | | | **Key:**  **FT** =First Teaching  **OG** =On Going  Please note that all appendices and guidelines referred to in the programme of study are available to download at:  https://www.gov.uk/government/collections/national-curriculum The POS codes replace the DfE bullets for ease of reference. |
| **English** | **Spoken Language** | | |
| **SL1** | listen and respond appropriately to adults and their peers | |
| **SL2** | ask relevant questions to extend their understanding and knowledge | |
| **SL3** | use relevant strategies to build their vocabulary | |
| **SL4** | articulate and justify answers, arguments and opinions | |
| **SL5** | give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | |
| **SL6** | maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | |
| **SL7** | use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | |
| **SL8** | speak audibly and fluently with an increasing command of Standard English | |
| **SL9** | participate in discussions, presentations, performances, role play, improvisations and debates | |
| **SL10** | gain, maintain and monitor the interest of the listener(s) | |
| **SL11** | consider and evaluate different viewpoints, attending to and building on the contributions of others | |
| **SL12** | select and use appropriate registers for effective communication | |
| These statements apply to all Years. The content should be taught at a level appropriate to the age of the pupils (taken from notes and guidance [nonstatutory]). Speaking and listening activities throughout the Unit have been designed with these POS statements in mind. Specific speaking and listening objectives are provided for some English lessons where appropriate. | | |

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| **English** | **Reading - word reading** | | |
| **WR1** | apply phonic knowledge and skills as the route to decode words | **OG** |
| **WR2** | respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes | **OG** |
| **WR3** | read accurately by blending sounds in unfamiliar words containing GPCs that have been taught | **OG** |
| **WR4** | read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | **OG** |
| **WR6** | read other words of more than one syllable that contain taught GPCs | **OG** |
| **WR8** | read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words | **OG** |
| **WR9** | re-read these books to build up their fluency and confidence in word reading | **OG** |
| **Reading – comprehension** | | |
| **RC1** | *develop pleasure in reading, motivation to read, and understanding by*: |  |
| **RC1.1** | listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently | **OG** |
| **RC1.2** | being encouraged to link what they read or hear read to their own experiences | **OG** |
| **RC1.3** | becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  | **OG** |
| **RC1.4** | recognising and joining in with predictable phrases | **OG** |
| **RC1.5** | learning to appreciate rhymes and poems, and to recite some by heart | **OG** |
| **RC1.6** | discussing word meanings, linking new meanings to those already known | **OG** |
| **RC2** | *understand both the books they can already read accurately and fluently and those they**listen to by:* |  |
| **RC2.1** | drawing on what they already know or on background information and vocabulary provided by the teacher | **OG** |
| **RC2.2** | checking that the text makes sense to them as they read and correctinginaccuratereading | **OG** |
| **RC2.3** | discussing the significance of the title and events | **OG** |
| **RC2.4** | making inferences on the basis of what is being said and done | **OG** |
| **RC2.5** | predicting what might happen on the basis of what has been read so far | **OG** |
| **RC3** | participate in discussion about what is read to them, taking turns and listening to what others say | **OG** |
| **RC4** | explain clearly their understanding of what is read to them | **OG** |
| **English** | **Writing - transcription – spelling** | |  |
| **WTS1** | *spell: See English Appendix 1* |  |
| **WTS1.1** | words containing each of the 40+ phonemes already taught | **OG** |
| **WTS1.2** | common exception words | **OG** |
| **WTS1.3** | the days of the week | **OG** |
| **WTS2** | name the letters of the alphabet | **OG** |
| **WTS2.1** | naming the letters of the alphabet in order | **OG** |
| **WTS2.2** | using letter names to distinguish between alternative spellings of the same sound | **OG** |
| **WTS4** | apply simple spelling rules and guidance, as listed in English Appendix 1 | **OG** |
| **WTS5** | write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | **OG** |
| **Writing – handwriting** | |  |
| **WH1** | sit correctly at a table, holding a pencil comfortably and correctly | **OG** |
| **WH2** | begin to form lower-case letters in the correct direction, starting and finishing in the right place | **OG** |
| **WH3** | form capital letters | **OG** |
| **WH4** | form digits 0-9 | **OG** |
| **WH5** | understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these | **OG** |
| **Writing - composition** | |  |
| **WC1** | *write sentences by:* |  |
| **WC1.1** | saying out loud what they are going to write about | **OG** |
| **WC1.2** | composing a sentence orally before writing it | **OG** |
| **WC1.3** | sequencing sentences to form short narratives | **OG** |
| **WC1.4** | re-reading what they have written to check that it makes sense | **OG** |
| **WC2** | discuss what they have written with the teacher or other pupils | **OG** |
| **WC3** | read aloud their writing clearly enough to be heard by their peers and the teacher | **OG** |

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| **English** | **Writing - vocabulary, grammar and punctuation** | |  |
| **WVGP1** | *develop their understanding of the concepts set out in English Appendix 2 by:* |  |
| **WVGP1.1** | leaving spaces between words | **OG** |
| **WVGP1.2** | joining words and joining clauses using *and* | **OG** |
| **WVGP1.3** | beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | **OG** |
| **WVGP1.4** | using a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’ | **OG** |
| **WVGP1.6** | use the grammatical terminology in English Appendix 2 in discussing their writing | **OG** |

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| **Maths** | **Number and place value** | | |
| **1** | count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number |  |
| **2** | count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens |  |
| **3** | given a number, identify one more and one less |  |
| **4** | identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least |  |
| **Addition and subtraction** | | |
| **2** | represent and use number bonds and related subtraction facts within 20 |  |
| **Measurement** | | |
| **1** | *compare, describe and solve practical problems for:* |  |
| **1.1** | length and heights (e.g. long/short, longer/shorter, tall/short, double/half) |  |
| **1.2** | mass or weight (e.g. heavy/light, heavier than, lighter than) |  |
| **1.3** | capacity/volume (full/empty, more than, less than, half, half full, quarter) |  |
| **2** | *measure and begin to record the following*; |  |
| **2.1** | lengths and heights |  |
| **2.2** | mass/weight |  |
| **2.3** | capacity and volume |  |
| **3** | recognise and know the values of different denominations of coins and notes |  |

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| **Science** | **Working scientifically** | | |
| **1** | asking simple questions and recognising that they can be answered in different ways |  |
| **2** | observing closely, using simple equipment |  |
| **3** | performing simple tests |  |
| **4** | identifying and classifying |  |
| **5** | using their observations and ideas to suggest answers to questions |  |
| **6** | gathering and recording data to help in answering questions |  |
| **Plants** | | |
| **1** | identify and name a variety of common wild and garden plants, including deciduous and evergreen trees |  |
| **2** | identify and describe the basic structure of a variety of common flowering plants, including trees |  |

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| **Art & Design** | **1** | to use a range of materials to design and make products |  |
| **2** | to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |  |

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| **Music** | **1** | use their voices expressively by singing songs and speaking chants and rhymes |  |
| **2** | play tuned and untuned instruments musically |  |

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| **Applied Computing** | **1** | understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions |  |
| **2** | create and debug simple programs |  |
| **3** | use logical reasoning to predict the behaviour of simple programs |  |
| **6** | use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies |  |

