

**Summer Curriculum Unit –Year 1 –  
Plants and Mini Beasts**

**At the end of this unit children will** have an understanding of plants and mini beasts.

**Geography**

Identify seasonal and daily weather patterns in the United Kingdom. Use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the school grounds .

**Science**

Examine, draw and taste a range of fruits and vegetables that could be grown in a garden. Talk about experiences of growing plants or about someone they know who has a garden. Identify, label and sketch growing plants. Label the map with any recognisable mini-beast habitats or sketches of mini-beasts found in the area. Note a variety of trees and discuss their similarities and differences. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

**History**

Learn about the achievements of Mary Anning.

**English**

Write non-chronological reports on mini beasts.  
Read, enjoy and write poems about mini beasts - Pie Corbett

**Art/DT**

Learning about and creating fossils. Learning about Mary Anning.  
Observational drawing and sketches of plants and mini beasts. Take bark and leaf rubbings using paper and wax crayons.

**Key Learning:-**

- To learn to identify and name a variety of common wild and garden plants. We will identify and describe the basic structure of a variety of common flowering plants, including trees
- To learn about mini beasts and a basic food chain.
- To understand what fossils are and where to find them.

**As scientists,** we will learn about plants and trees and what they need to survive. We will learn about mini beasts and a basic food chain.

**As geographers,** we will look at seasonal weather within the UK and conduct simple fieldwork studies of the school grounds.

**As historians,** we learn about Mary Anning and her discoveries.

**As reader and writers,** we will apply our learning in science to write non-chronological reports about mini beasts.

4 Rs Resourcefulness Reciprocity Reflection, Resilience	Oracy	Be excited and curious to learn	Spirituality: soar in faith	Nurture: soar in talents	Wisdom	Serve others courageously
<ul style="list-style-type: none"> <li>• To reflect on the discoveries of Mary Anning.</li> <li>• To reflect upon the learning in science and apply</li> </ul>	<ul style="list-style-type: none"> <li>• To ask questions in all subjects and listen to others respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>• What do plants need to survive and flourish?</li> <li>• Where can fossils be found?</li> </ul>	<ul style="list-style-type: none"> <li>• What if learning about plants led to awe and wonder of the world?</li> </ul>	Flourish and excel in imagination and creativity. Use God-given talents and understanding to benefit others (see the	<ul style="list-style-type: none"> <li>• Who was Mar Anning? What can we learn from her?</li> <li>• How can we apply our</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to care for God's creations.</li> </ul>

<p>it in English by writing a non-chronological report.</p> <ul style="list-style-type: none"> <li>To conduct science investigations as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>To work collaboratively as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>What eats flies? What if the world non longer had flies?</li> </ul>	<ul style="list-style-type: none"> <li>What does our learning about plants teach us about creation?</li> <li>What if science raised big issues about faith and values?</li> </ul>	subject policies for further detail).	<p>learning in science to create a non-chronological report?</p> <ul style="list-style-type: none"> <li></li> </ul>	
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1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
<p>Children will be made aware of the new focus for learning in previous term.</p> <p>Letters to parents previous term and via homework.</p>	<p>What do you know about Mary Anning? What can you find out? What do plants need to survive?</p>	<p>Teacher to provide necessary knowledge to develop skills and understanding.</p>	<p>Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways e.g. art, science, English PSHE, RE and history.</p>	<p>Children will present their learning in different ways Including: discussing, fact sheets, posters, stories and ICT.</p>	<p>Celebrate their learning in science through writing a non-chronological report.</p>
<p><b>Links to British Values</b> Learning to take responsibility for the world around us.</p>			<p><b>Other Resources</b> Information about Mary Anning. Seeds and plants to use for investigations.</p>		
<p><b>Parental involvement</b> Support with completing homework linked to this topic.</p>			<p><b>Links with Experts /visitors/visits</b> Possible field trip and/or investigations around the school grounds.</p>		