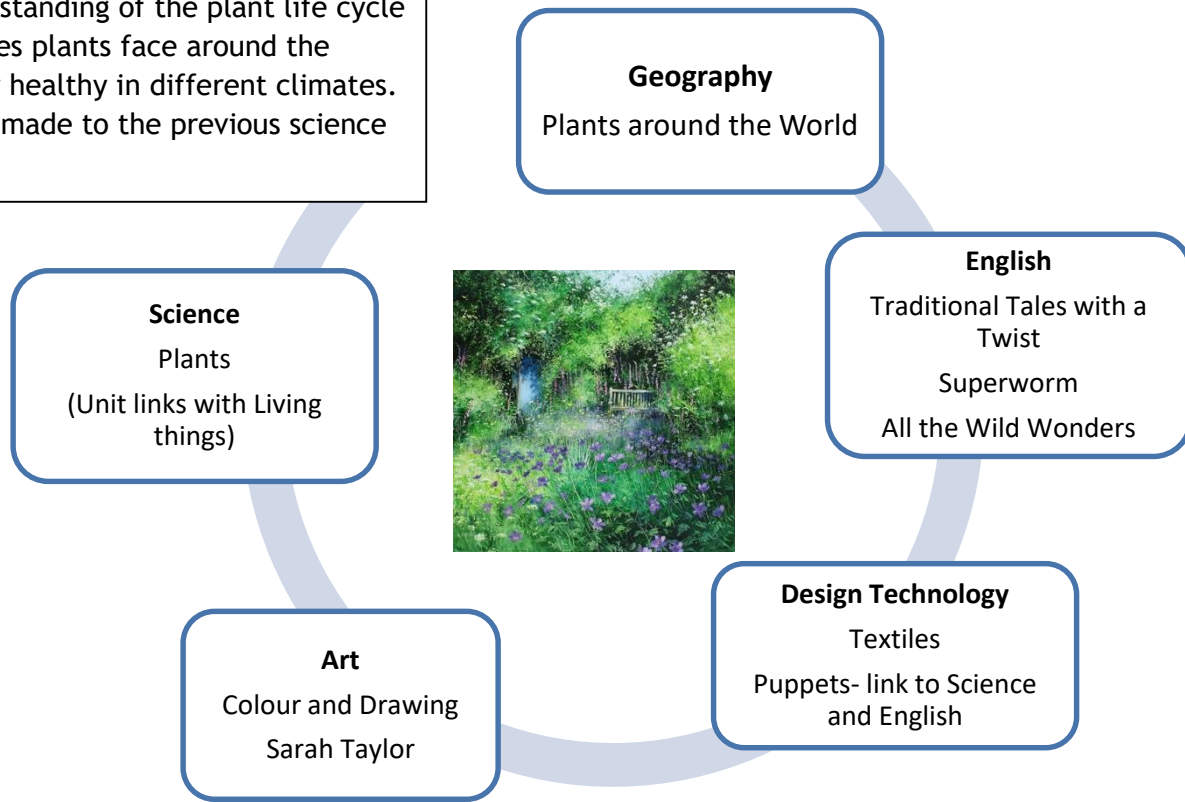


**Summer 2 Curriculum Unit:
Secret Garden**

At the end of this unit, children will have gained understanding of the plant life cycle and challenges plants face around the world to stay healthy in different climates. Links will be made to the previous science unit.



Key Learning:-

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.
- Name and locate the world's seven continents and five oceans.
- Identify seasonal and daily weather patterns in the location of hot and cold area of the world in relation to the Equator and the North and South Poles.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,

As Artists, we will consider the work of Sarah Taylor and be inspired to create our own pieces based on images of plants and animals. We will develop our drawing skills and our understanding of colour.
As Bibliophiles, we shall read the classic novel 'Secret Garden'.
As Technologists we shall develop skills linked to textiles in order to design and create puppets.

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
Reflect on the 4Rs demonstrated by plants living in different climates.	Children will present their learning individually and in groups to their peers	Be curious about how plants in extreme conditions stay healthy. Be curious about the plant life cycle.	What if learning about flowers and plants led to wonder?	Flourish and excel in imagination and creativity. Use their God-given talents to impact on others	Think about the importance of plants for our growth- How do plants help us to stay healthy? What	Respond to the knowledge and experiences of others. Ask and answer questions to further understanding.

			What if learning about plants highlighted how creation is interconnected?		would happen if plants didn't exist?	
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1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
Children will be made aware of the new focus for learning in previous term Letters to parents prev term	Children to take pictures or draw plants from around their homes- can children name the plants they find? Children to go on a plant scavenger hunt.	Teacher to provide necessary knowledge to develop skills and understanding	Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways e.g. English, history, geography, art, PSHE	Children will present their learning in different ways to peers. Question and answer session	Display
Links to British Values			Other Curriculum Areas Science: Living things and their habitats		
Parental and Wider Community involvement Homework			Use their talents and deeper understanding to benefit others See individual Subject policies for ideas and examples		