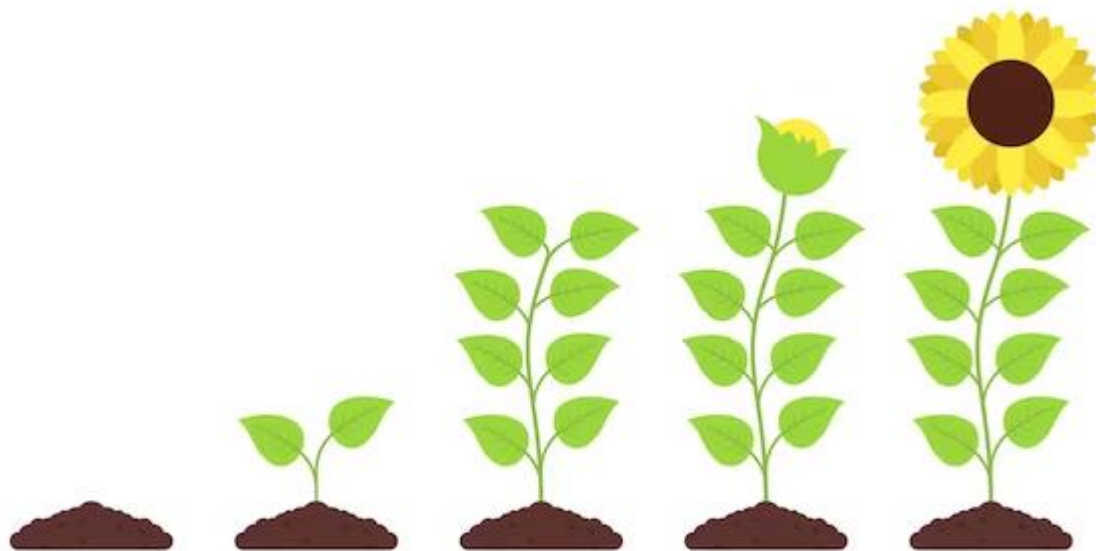


Let it Grow - Year 1



Knowledge organiser

- As throughout the year, our new knowledge organiser was sent home to highlight the key subject driver for the topic, along with key questions and vocabulary.
- Our hope is the organiser will open up the conversation between adults and children to engage with their child's new topic learning.

LET IT GROW

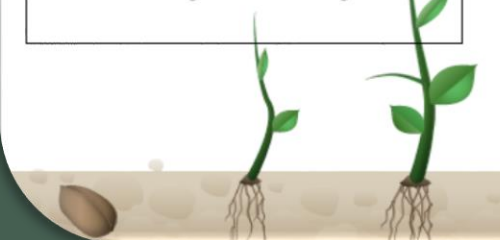
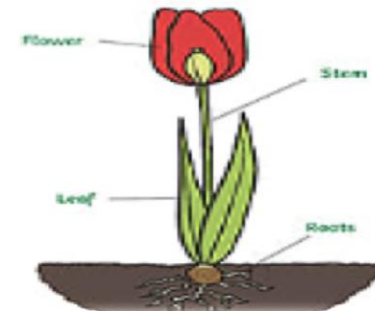
Key Questions:

- *What do plants need to grow?
- *What are the key parts of a plant?
- * How do you look after a plant?
- * Will a plant grow without sunlight?

Key Vocabulary:

Water, light, petal, stem, leaf, roots, soil, ground, height.

Parts of a Plant




Our hook for the topic!

- Year 1 were so lucky to each have our own chick hatching station in class for 2 weeks to launch our new topic this half term.
- Each class had 8 eggs arrive and the children had to make sure they had the cage set up correctly. After a few days of the eggs arriving the chicks started to hatch and we got to see their life cycle begin from an egg into 8 baby chicks. The year 1's loved this experience and gained so much from this.



Curious Questions


- This topic allowed for so many curious questions for us to investigate throughout our topic. The children had such fun finding the answers out to these and exploring as we went through the topic.

A green speech bubble with a tail pointing towards the bottom left.

What do plants
need to grow?

A green speech bubble with a tail pointing towards the bottom left.

Can plants grow
without water?

A green speech bubble with a tail pointing towards the bottom left.


How do the chicks
hatch from an
egg?

Our English Journey

- We had two different English journey's throughout this topic.
- We had a non-fiction focus where we got to do lots of lovely writing all about our chicks. We wrote about the life cycle of a chick and how to take care of the chicks. We enjoyed understanding and investigating what the difference between fiction and non-fiction was too.
- Our new book this topic was The Busy Fox which the children had a lot of fun with. We wrote persuasive adverts for animals to move from the city to nature and setting descriptions too.



English planning and outcomes

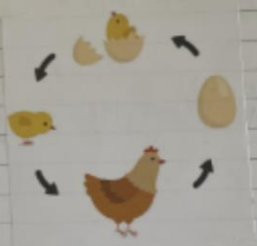
Cupernham Infant School – English Weekly Plan		Year 1		Hummingbirds, Robins and Owls	
Week 4 & 5					
Outcome: <ul style="list-style-type: none">Write reliably formed simple and compound sentencesUse question marks Audience: <ul style="list-style-type: none">To share with parents at our picnic Form: <ul style="list-style-type: none">Persuasive poster to move to the forest		Text Driver: The Busy Fox 	Focus Children CH group –WB, COS, SA, HB,EBC, TW, MA TW group –LT, LN,JK, IG, MG, MVDB, AW	Key vocabulary: Persuasive writing Questions Capital letters Finger spaces Full stops conjunctions	
Day/ WALT	WILF	Main Input		Main Activities	Plenary
Tuesday WALT: Persuade	WILF: WOW words Capital letters Sounds Finger spaces Full stops And	Discuss what being persuasive means. Watch a video on this https://www.youtube.com/watch?v=hD9arWXiddM Role play with your TA trying to persuade them to sit at the front of the class rather than the back of the class today. Make this fun for the children and discuss what being persuasive is. Explain to the children that they are going to get into partners now and have a go at persuading each other. Have a discussion on what type of language/words we will need to use to persuade. Once the children have done this, talk about persuasion in terms of the busy fox and how Miss Holmes/Mrs Cody/Mrs McRobert is now going to become the busy fox and you are all other woodland animals. We are going to try and persuade you to move to the forest because the busy fox loved it so much there. Role play this all together and then collect reasons/brainstorm different ideas of why we want to move to the forest so badly. Reasons such as 'fresh air' 'lots of space' 'room to run' 'beautiful flowers' 'tall trees' Have a look at different persuasive texts together and highlight key parts of a persuasive text, what can we include in ours that makes it better? Have the questions in the texts to discuss how well questioning can be for persuasion. Children to write dictated phonics sentence at the end of the session.			

Wednesday WALT: Persuade Sen: write a simple sentence Ext. Use wow words GDS: use question marks Write compound sentences		WILF: WOW words Capital letters Sounds Finger spaces Full stops And A lesson building up the WAGOLL together. Before we write up our WAGOLL, have a look back and discuss what we did yesterday and the key parts of a persuasive text. Then have a discussion about question marks again and how we can start our WAGOLL with this. SEN – word hunt of key CVC words around school. Oral blending game and SEN Little Wandle phonics session. Practise writing CVC words to match the sounds they've learned after this. <u>Build WAGOLL altogether</u> <i>Do you want a new life? Are you fed up living in the busy city? Then move to the forest with me.</i> <i>The forest is full of beautiful flowers and plants and tall trees tower above you. You will hear birds singing songs and there is so much space to run around.</i> <i>You will feel so free!</i> <i>Move to the forest today so you will live a better life!</i> TAs to take SEN off for their own WAGOLL → <i>The woods have big trees.</i> <i>The trees are bright green.</i> <i>It is quiet.</i> <i>You will love it.</i> Model the writing using this new display and model writing sentences. Make deliberate mistakes with letter formation and discuss this with the pink highlighter. Make a deliberate mistake with a sound too to show the use of yellow and match the green to our WILF.			
Thursday: WALT: Persuade Sen: write a simple sentence Ext. Use wow words GDS: use question marks Write compound sentences		WILF: WOW words Capital letters Sounds Finger spaces Full stops And Refer back to the WAGOLL's from yesterday and discuss outcomes for today's writing. Remind the children what we are looking for and remind children how to use our new tricky word display properly. Model highlighting in green the WILF for today.		CT – AFL group TA – AFL group	Award royal writer and hold magic wand time!

English planning and outcomes

10.5.21
WALT: I can write a paragraph using 'and'.

The life cycle of a chick




The chick starts in an egg. The egg starts to crack and a chick is born. The chick is cute and beautiful.

The chick is yellow and small. The chick is yellow like the sun. The chick is a hen.

10.5.21
WALT: I can write a paragraph using 'and'.


How to care for a chick



The eggs are kept hot or 24 degrees. The chick are kept in a cage and have lots of room to run. The chick sleep under the heat pad and like to sleep a lot. The chick is to pet.

The chick are yellow.

10.5.21
WALT: Use the prefix -un. Use conjunctions 'and' or 'so'.





In the dark, gloomy city I felt unhappy and so sad to be here! The city was loud and hurt my feelings! In the city so many cars were annoying and untidy. It was dark and so much dust made me feel mad and angry! The air was stinky and so stinky. I felt unlucky living in the dangerous city so I moved to the forest.

Accompanying subject driver...

Science



- A big subject driver for this topic was Science focusing on plants. We learned about what plants need to grow, carried out an investigation taking one factor away such as light or water and planted seeds and cress.

<div>  <div>Science Spring 2- Plants and animals</div>  </div>				
Key Ideas <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants including trees. • Identify and classify. • Perform simple tests. • Ask simple questions and recognise that they will be answered in different ways. 				
Learning Objectives	Success Criteria	Introduction	Main Activity	Plenary
Week 1 – Lesson 1 Plants WALT: label a plant.	Careful looking, Questioning, Changes, roots, leaves, seed, light, water.	<p>Introduce our science topic to the children – plants.</p> <p>Explain to children how we will be learning about how plants grow. Ask children what they think plants need to grow and see what they say. Watch videos https://app.discoveryeducation.co.uk/earn/videos/16162e9d-5ca4-4eb2-be23-1d204b9a7086/?embed=false&embed_origin=false and have a chat about how plants grow.</p> <p>Go for a class walk around the grounds, what plants can people see, are there any flowers out at this time of year, what trees are there, are there lots of leaves. Asking children various questions. Take photos of class walk.</p> <p>During the hook walk, speak to children and ask questions about what do plants need to grow? Do you know</p>	<p>Labelling of a daffodil. Children to dissect daffodil and put parts into the correct box of roots, stem, leaves and petals.</p> <p>If flat enough we can stick in their science books! If not then photograph the end sheet and stick photo in.</p> <p><u>All other children on activities:</u></p> <p>Construction: build a garden with plants.</p> <p>Colouring table: different plants and labelling.</p> <p>Computers: draw and label plants on paint</p> <p>Outdoors: chalking different plants.</p> <p>Reading books on the carpet.</p>	<p>Talk to the person next to you, what do plants need to grow.</p> <p>Look at song we will use in intro of next lesson: https://www.youtube.com/watch?v=cRh6QdgWIIc</p>

Accompanying subject driver... Science



<p>Week 1 Lesson 2</p> <p>WALT: investigate if a plant grows without water and/or light.</p> <p>WALT: predict whether a plant will grow without water or light.</p>	<p>WILF: Careful looking, Questioning, Making links, Focus, predicting.</p>	<p>Remind children of our work on what plants need to be able to grow. Play song for children to learn and remember those key factors to plant growth.</p> <p>https://www.youtube.com/watch?v=cRh6OdgWIIo</p> <p>Tell the children that we will be growing our own class cress, but we are going to set our plants a challenge. Can they grow without key factors such as light and/or water. We will be investigating what happens if we grow them in different situations, some in the dark, some in the light and some without water.</p>	<p>Plant cress in groups and take photos of the children doing this. Planting 4 different plants: 1. Water and light. 2. Water, no light. 3. No light, no water. 4. No light, with water.</p> <p>Children to predict which plant they think will grow best and say why. 'I think the cress with light and water will grow best as plants need both to grow'. Children to have symbols of light/dark/water and to stick which one they think will grow best. Scribe the ideas for SEN/LA and everybody else to write a sentence predicting which they think will be best and why.</p>	<p>Explain to children how we will be leaving these plants for a week to grow and we need special monitors to water those plants needing water. Vote for plant monitors.</p>
<p>Week 2 - lesson 3</p> <p>Animals</p> <p>WALT: identify and match animals to their young.</p>	<p>Making links, Focus, questioning, changes, growth.</p>	<p>Recap with children how we are learning about growth and we're now going to think how different animals grow. Ask children do you know the name of any baby animals? Address misconceptions if children say 'cat' or 'dog'. Tell the children to think about when they were born, they weren't a child then they were a baby. This is the same for animals.</p> <p>Show children the baby animal song:</p>	<p>Children to match the baby animal to their adult animal. Cut and stick pictures of adult and baby and write names underneath. For SEN, cut and stick pictures with names already on it and post it note responses of these children. Question the SEN, what is a baby lion called? A cub. Write these responses in their science books for them.</p> <p>Other activities:</p> <p>Computers - drawing a baby animal and writing its name on paint. Or animal snap on espresso</p> <p>https://app.discoveryeducation.co.uk/learn/player/20c5b44b-14c1-4172-8f51-32349c5c45b7</p>	<p>Animal snap - who is my baby</p> <p>https://app.discoveryeducation.co.uk/learn/player/20c5b44b-14c1-4172-8f51-32349c5c45b7</p>

Pupil voice on the topic



I liked getting to grow our cress and learn how the cress with water and light grew best.

I loved having the chicks in class. It was the best thing ever and I miss them massively!

I grew an apple tree from the seed from the apple I ate which I loved!

Miss Holmes and Miss Biddlecombe racing the chicks made my day!