

### Literacy focus:

- Jim and the Beanstalk - Sequel stories
- We are Water Protectors - Environmental campaign

### Speaking and listening

Listening & Understanding - Follow complex instructions with two or three parts.

Social Interaction - Work with a team organising, supporting and respecting others roles and responsibilities.

Vocabulary - Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs.

Use subject specific vocabulary to explain the process of plants growth.

### Numeracy: White Rose

Fractions - link to fruit and finding different fractions for the pieces of fruit. Recognise, find and name fractions  $\frac{1}{3}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$  ( $\frac{1}{2}$  and  $\frac{1}{4}$  taught in year one) of a shape, object or quantity using pictorial representations. Read and write fractions as above. Know all parts of a fraction must be equal parts of the whole. (EXP2) Find and compare fractions of amounts. Recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ . Begin to use mental methods to calculate fractions of a quantity. Write simple fraction number sentences e.g. half of 6=3.

### Science

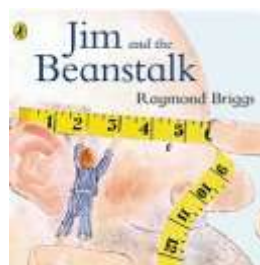
**Plants** Planting potatoes and beans. Observe and describe how seeds and bulbs mature into plants. Create a diary of the seed that they are growing and how it changes over time. Find out and describe how plant need water, light and suitable temperature to grow healthy. Conduct an experiment where seeds are planted and not given these things, observe what happens. Name and explain the functions of different parts of plants.

**Healthy Eating** Describe the importance for human of exercise, eating the right amount of different types of food and hygiene. Look at food pyramid. (Link with Jigsaw PSHE - Healthy Me)

### History

Link to Frida Kahlo - brief introduction to who she was and look at her life and work. When creating observational drawings and looking at Mexico introduce her and what she does.

## How does it grow?



### Geography

Exploring the continents within America - with a focus on Mexico. Find and locate on a map. Look at photos and identify the differences. Comparing the UK with Mexico (Barnaby Bear). Looking at where fruit comes from and how it gets from food to fork (Barnaby Bear visits a farm.)

### Art

**End Project: Making fruit bowls** out of clay or Modroc. Explore the different resources that could be used to create bowls and experiment so decision can be made about the best material. Observational drawings of fruit in the fruit bowls they have made. Look at skills of observational drawing. Thinking about keeping in proportion etc.

Looking at the art of Frida Kahlo (Mexican artist, paints fruit) - link to history. (Barnaby Bear - visit a gallery).

Fruit Painting

Art Skills - Drawing a townscape / drawing a cityscape.

### Cultural awareness

Learning about South American traditional dishes. Look at the food that they eat and how they cook and collect the food that is needed to create food. Compare to here and how we do this, discuss similarities and differences.

Samba - link to music. Samba music and dance. (Barnaby Bear-music from different countries). Link to Frida Kahlo - Mexican and Central American music (e.g. Mariachi, Norteno, Ranchera)

### DT

**Food and cooking** - preparing a fruit salad. Name and identify a variety of different fruits from around the world that children may not have experiences. Draw and observe them, look at the differences between them. Use tools to prepare and cut fruit to create and make a fruit salad. Follow /create instructions for making a fruit salad. (Barnaby Bear-where is the food from?) Papaya tasting - fresh papaya, dried papaya and papaya juice.

### Ongoing curriculum

PSHE: Jigsaw: Healthy Me.

Music: Kapow Unit - Pitch (Musical Me)

RE: Salvation

PE: Gymnastics - small and large apparatus, body shapes and balance.

Online Safety: I am Safe and Secure - Protecting devices - Active Bytes (to be done the first week back)

### Computing

**Technology in my life (core)** - Identify the technology that is used in their lives and homes, looking at how much time is spent online. Think about different environments where they live and how technology would be used in these places. Link to the people in the story and how these characters would use technology. Online Safety - People can be anyone online.