



Class: Crystal

Date of project: Terms 3 and 4

**More detail will be found on weekly newsletters**

**Art:** Manipulate clay using fingers and tools. To explore the work of Picasso and Anthony Gormley.

**DT:** Investigate and analyse a range of existing products, then research and design their own product identifying what does and does not work.

**Computing:** Find information from a database and answer questions. Then create a database and add to it.

**History:** To distinguish between fact and opinion and pose own questions to gain understanding of a topic. Research and study the work of Edward Jenner.

**Geography:** Explore where food comes from (trade routes) and link with local/global issues with farming.

**Music:** Create patterns and melodies.

**RE:** Why do people pray? Why are festivals important to religious communities?

**PSHE:** Explore family, school and British values. Look at the use of medicines.

**RSE:** What positively and negatively affects our physical, mental and emotional health.

**PE:** Adapt sequences to suit different types of apparatus.

**Science:** Explore, identify and describe the functions of different flowering plants and the requirements of plants for life and growth. Explore the lifecycle of flowering plants.

**MFL:** Greetings, counting and animals.

**Maths:** Measure, volume and capacity, fractions, multiplication and division.

**English:** Variety of genre writing including fiction, non-fiction and poetry.

## Will it be a good mix?



Significant text:

In Term 3 and 4, we will be using the following texts:

**George's Marvellous Medicine and Revolting Rhymes** by Roald Dahl.

**Ten Thousand Poisonous Plants in the World** by Paul Rockett

**A Seed is Sleepy** by Dianna Aston and Sylvia Long.

**Flanimals** by Ricky Gervais

To immerse our class through terms 3 and 4 we will have the following learning environments:

Farmhouse and farm scene with blue ceiling drapes, roof made from drapes/paper tiles, fake grass and stick fencing. This environment will include accessories such as, tractor tyre, sofas, rug, plants and shelving.

Project launch:	What can we mix?	How will it change?	What effect will it have?	What will it look like?	How will it work?	Project outcome:
Children to Come dressed as farmers/animals. Build an indoor garden and investigate/explore plants.	Explore sculpture and abstract art. To understand and develop poetry skills.  Produce a piece of poetry.	Monitor the weather over a period of time.  Create a database of weather findings.	Explore medicine and the work of Edward Jenner.  Create a biography of Edward Jenner.	To investigate plant life.  Create a leaflet of a chosen plant.	To understand farm life. Design and create a clay animal. Design, create and build egg packaging.	Parents are invited to come and help the children develop and transform our outdoor garden area.