

	Suggested Activities	Enrichment Activities	Writing Opportunities	Numeracy- Application of skills	ICT- Application of skills	Assessment
Science	<p>Plants: Identify and name a variety of common wild and garden plants, including edible and non-edible, deciduous and evergreen trees. Observe and describe how seeds and bulbs grow into mature plants. How to grow a plant and explore the different parts and their function. How water is transported in plants. Seed dispersal. Pollination</p> <p>Working Scientifically: Observing over time: plant experiment. Pattern seeking: pattern</p>	<p>Broad bean investigation.</p> <p>Food dye experiment.</p> <p>Fruit seed extraction.</p> <p>Create a classroom garden- grow a selection of vegetables and plants.</p> <p>Local area walks to identify plants/trees and compare locality in different seasons.</p> <p>Create habitats to show environment and food chains.</p> <p>Trip to Winter Gardens.</p>	<p>Glossary of plant parts.</p> <p>Non-chronological report.</p> <p>Comparative write.</p> <p>Investigation write-ups.</p>	Plotting data, measuring, graph skills.	<p>We are zoologists (collecting data about bugs) Sort and classify a group of items by answering questions. Collect data using tick charts or tally charts.</p> <p>Use simple charting software to produce pictograms. Take and edit photographs.</p>	

	<p>of plant growth. Fair testing: Plant experiment. Gathering and recording data. Research: How plants grow? Identifying/classifying: Edible and none edible plants.</p>					
STEM	<p><i>Make a plant pot to grow plant in to take home.</i> Research appropriate materials to make a vessel suitable to grow a plant in. Design and construct the vessel. Make it fit for purpose (decor).</p>					

History	<p>The Victorians. Explore changes in Victorian childhood and compare to our own.</p> <p>Chronology - sequence British Monarchs on a timeline. Use time period as a context to make comparisons of our local area and how it has changed.</p> <p>Compare a typical Victorian school day to our own. Contrast the rich and poor.</p> <p>Understand the impact of being poor in Victorian times by exploring the experiences of working and non-working children.</p> <p>Significant local people: Beatrix Potter -</p>	<p>Use photographs from own life to create a personal timeline of their own life- link to homework for parental engagement from home.</p> <p>Victorian workshop with 'That History Bloke' to explore life in local area during Victorian times. Followed up with a visit to Gateshead Quayside to look at how it has changed.</p> <p>Explore some artefacts we would have found in a Victorian classroom. Compare Victorian games to games we play today.</p> <p>Explore Victorian features of a park- Marine Park, South Shields.</p>	<p>Creating dialogues between traditional characters.</p> <p>Creating and labelling a timeline</p> <p>Letter Writing.</p> <p>Create a YouTube blog discussing our preference of attending school today compared to in the Victorian times.</p>			
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	<p>Research why she is significant and compare and contrast her childhood to the typical Victorian child as well as our own childhood.</p> <p>Explore the effect the Great Fire of Gateshead had on the working people of Gateshead and Newcastle.</p>	<p>Victorian workshop with 'That History Bloke' to explore life in local area during Victorian times.</p> <p>Followed up with a visit to Gateshead Quayside to look at how it has changed.</p>				
Geography	<p>The effects of seasonal changes upon landscape.</p>	<p>Design own on a map/grid.</p> <p>Local area walks to identify plants/trees and compare locality in different seasons.</p>	<p>Information writing</p>	<p>Space, shape & measures.</p>		
Art	<p>Van Gogh - Sketching - control when sketching and painting. Researching art from different cultures and times.</p> <p>Monet - Water colours practice.</p>	<p>Growing sunflowers to sketch.</p> <p>Sketch features of Newcastle Quayside.</p>	<p>Written appraisal and analysis of artwork.</p>			

Music	Performance: Learn and perform 'Parts of a Plant.' Make up actions and perform for school.	Whole school performance.				
D/T	Learn basic running stitch using a needle and fabric. To create a stable structure.	Create a pocket for Jim (Jim and the Beanstalk). A throne for Queen Victoria.	Writing up and evaluating plans.	Measuring, cutting accurately.		
Computing	Programming Have a clear understanding of sequences and algorithms. Convert simple algorithms. Predict what a simple programme will do. Spot and fix errors in their programmes. Use logical reasoning to make predictions. Test these predictions. Think critically about computer games and their use. Use technology safely.	.	Labelling of devices and description of uses. Written explanations of how ICT is used in school and society.		Resizing images. Logging on and off of websites and apps.	

RE	<p>Christianity: Importance of the Bible to Christians and the understanding of God as our father and creator.</p> <p>The Easter Story and how we celebrate Easter today.</p>	<p>Bring own books in to understand special books.</p> <p>Visit from Reverend Jason to discuss how the Bible used in the church.</p> <p>Engage with Easter celebrations in school.</p>	<p>Retelling of bible stories.</p> <p>Describing why certain books are important.</p>			
PSHCE	<p>The environment, recycling and personal responsibility.</p> <p>Kidsafe</p> <p>Jobs</p>		<p>Posters</p> <p>Job application form.</p>			
Global Links	Community influence- Litter pick in local park with the Friends of Jarrow park.					
Career Link	<p>Interview local gardener.</p> <p>Interview historian 'That History Bloke'.</p>					