



Year 1 Spring 2 Topic Web:  
**HOW DOES MY GARDEN GROW**



**About this unit:**

This is a 6 week (half a term) block. Each week is approximately 9 hours a week of teaching activities.

Children will re-create a living mini garden with a planter that they have designed and made to create a living display of their learning about plants in their garden.

Plants are living and need specific conditions to survive. The children will look at different gardens and the common parts of flowers and trees. They will also study how a plant grows from a seed and why plants are important.

The children will look at different types of flowers and plants around the world. They will also see which plants/parts of plants give us different foods, e.g. celery, apples, potatoes, pineapples, cashew nuts, cocoa etc.

The children will also study the seasons and weather and how they affects their garden.

**Prior and link learning**

- Where we live: New beginnings, life and our environment.
- Before in EYFS children looked at the natural world around them, making observations and drawing pictures of animals and plants; similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; and important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Leads to Year 2 looking at plants and vegetables, how plants grow and what they need.
- Also links to the AUT1 topic of growing and being alive.

**Vocabulary and Definitions:**

Plants

- ✚ Plant: A plant is a living thing that grows in the earth and has a stem, leaves, and roots.
- ✚ Living: living things move, grow, adjust and respond to their environment as well as use nutrients, respire, create offspring and get rid of waste.
- ✚ non-living: Non-living things can't move, grow, respond or adjust to their environment, use nutrients, respire, create offspring or remove waste.
- ✚ roots: the part of a plant which attaches it to the ground or to a support, typically underground, carrying water to the rest of the plant.
- ✚ stem : the stalk supporting a fruit, flower or leaf, and attaching it to a larger branch, twig or stalk.
- ✚ Leaf: part of a plant or tree attached to the stem or branches, which is usually green and uses sunlight, water and air to make the plants food.

- ✦ flower : part of a plant that is often brightly coloured and provides the pollen that is moved from plant to plant.
- ✦ petal: the brightly coloured outside part of a plant.
- ✦ branch: a part of a tree which grows out from the trunk.
- ✦ seed : part of a plant which can grow into a new plant.
- ✦ Weed: plant that is growing where it is not wanted.
- ✦ Planters: a decorative container in which plants are grown.
- ✦ Conservatory: a room with a glass roof and walls, used for growing delicate plants.
- ✦ Garden: piece of land next to a house, with flowers, vegetables, other plants, and often grass.
- ✦ Fruit: something which grows on a tree or bush and which contains seeds or a stone covered by a substance that you can eat.
- ✦ Nut: The firm shelled fruit of some trees and bushes are called nuts. Some nuts can be eaten.
- ✦ Tree: a tall plant that has a hard trunk, branches, and leaves.

### Seasons

- ✦ Season: a certain part of the year that is marked by a particular condition.
- ✦ Autumn : the season when warm summer temperatures gradually decrease to the cold of winter .
- ✦ Winter : the coldest season of the year, falling between autumn and spring.
- ✦ Spring ; the season when cold winter temperatures gradually rise to the warmth of summer.
- ✦ Summer : the warmest season of the year, falling between spring and autumn.

### Weather

- ✦ Weather: the conditions outside at a particular place and time.
- ✦ Sunny: weather in which the sky is blue and few clouds block the sun.
- ✦ Cloudy: when lots of clouds are in the sky and block the sun.
- ✦ rainy : drops of water that form in the clouds and fall from the sky to the earth.
- ✦ snow: soft, white flakes of ice that fall from the sky to the earth.
- ✦ storm: a heavy fall of rain, snow, or sleet often with strong winds.
- ✦ sleet : liquid water that freezes before it hits the ground.
- ✦ lighting: the flashing of light caused by the passing of electricity from one cloud to another or between a cloud and the earth.
- ✦ thunder: the loud cracking noise that follows a flash of lightning.
- ✦ hail : small lumps of ice and snow that fall from the clouds sometimes during thunderstorms.
- ✦ windy : a great amount of wind.
- ✦ fog : tiny water drops hovering in the air.
- ✦ hot: having or giving off heat.
- ✦ warm : having or giving off some heat.
- ✦ freezing : to feel very cold.
- ✦ cold; something that lacks heat.
- ✦ dry : not wet or moist.
- ✦ instructions: a specific rule or command.

✚ diary: a daily written record.

### Geography

- ✚ geography about Earth's land, water, air, and living things—particularly people.
- ✚ country: land that is controlled by a single government.
- ✚ map: a drawing of all or part of Earth's surface.
- ✚ atlas; a bound collection of maps.
- ✚ equator : an imaginary line around the middle of a planet or other celestial body.
- ✚ north pole: the most northern point of the earth.
- ✚ south pole: the most southern point of the earth.

### Outcomes:

At the end of the unit, children will:

- ✓ Know the parts of the plant .
- ✓ Be able to grow a plant from seed, and make a mini garden.
- ✓ Write instructions for how to grow a plant from a seed.
- ✓ Know different plants from around the world.
- ✓ Know the story of Jack and the beanstalk.
- ✓ Know the 4 seasons and how they affect the garden and plant growth.
- ✓ Know different types of weather and how they affect the garden.
- ✓ Know how to measure weather changes, e.g. rain, wind etc.
- ✓ Produce video weather forecasts.
- ✓ Be able to design and make planters that are effective and help plant growth.
- ✓ Be able to replicate Vincent Van Gogh's Sunflowers.
- ✓ Use music to explain the changes in season and weather.
- ✓ Understand the importance of caring for gardens and looking after plants.

### National Curriculum objectives:

#### Spoken language

- ✚ use relevant strategies (hot seating, working walls etc.) to build their vocabulary.
- ✚ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- ✚ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- ✚ participate in discussions and role play.

#### Writing:

Pupils should be taught to:

- ✚ write sentences by:
  - composing a sentence orally before writing it.
  - sequencing sentences to form short narratives.
  - re-reading what they have written to check that it makes sense.
- ✚ use simple structure in writing (such as a beginning, middle and end).
- ✚ Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

### **SPaG:**

Pupils should be taught to develop their understanding of:

- ✚ joining words and joining clauses using and.
- ✚ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- ✚ use capital letters for names and for the personal pronoun.

### **Reading:**

Pupils should be taught to:

- ✚ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- ✚ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- ✚ develop pleasure in reading, motivation to read, vocabulary and understanding by:
  1. recognising and joining in with predictable phrases.
  2. discussing word meanings, linking new meanings to those already known.
- ✚ participate in discussion about what is read to them, taking turns and listening to what others say.
- ✚ explain clearly their understanding of what is read to them.

### **Science:**

*Plants:*

Pupils should be taught to:

- ✚ 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.

*Seasonal changes:*

Pupils should be taught to:

- ✚ observe changes across the four seasons.
- ✚ observe and describe weather associated with the seasons and how day length varies.

### **Art and design**

Pupils should be taught:

- ✚ to use a range of materials creatively to design and make products (oil pastels).
- ✚ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (oil pastels).
- ✚ About the work of a range of artists, (Van Gogh) describing the differences and similarities between different practices and disciplines, and making links to their own work.

### **Computing:**

Pupils should be taught to:

- ✚ understand what algorithms are; and that programs execute by following precise and unambiguous instructions.
- ✚ use logical reasoning to predict the behaviour of simple programs.

### **Design & technology**

- ✚ design purposeful, functional, appealing products for themselves and other users based on design criteria.
- ✚ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- ✚ explore and evaluate a range of existing products.

### **Geography**

- ✚ Use fieldwork to observe the local area.

### **History**

- ✚ significant historical events, people and places in their own locality.

### **Music:**

- ✚ listen with concentration and understanding to a range of high-quality live and recorded music.
- ✚ Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Week's theme	Learning objectives	Teaching activities to include:
What's in my garden?	<ul style="list-style-type: none"><li>• Understand what a garden is and how varied gardens are.</li><li>• Design and set up a garden in the classroom.</li><li>• Discuss a range of plants and make close observations and drawings.</li><li>• Identify and closely observe plants in my class garden.</li><li>• Understand the importance of keeping a garden tidy and clean.</li></ul>	<ul style="list-style-type: none"><li>• Go 'into' the classroom garden or walled garden in the park. What do you see? Have a scavenger hunt of different plants that you find, and make observational drawings. (geography)</li><li>• Label parts of the plant and carry out a flower/plant dissection. What can you see? (science)</li><li>• Compare and contrast different gardens (children to bring in photos of</li></ul>

	<ul style="list-style-type: none"> <li>• Carefully examine flowers with a magnifying glass and become familiar with the inside of a flower.</li> <li>• Make a large model of the inside of a flower using junk modelling materials.</li> <li>• Understand the basic structure of a flowering plant and the basic function of the main parts.</li> <li>• Explore the outdoor area, looking specifically at the trees.</li> <li>• Discuss and become familiar with the similarities and differences between evergreen and deciduous trees. Represent a tree through playground art, using cloths, chalk and found materials.</li> <li>• Show an awareness of the role of the roots, bark, trunk, branches and leaves of a tree.</li> </ul>	<p>their garden).</p> <ul style="list-style-type: none"> <li>• keeping the garden tidy- why is it important, and create posters for TT garden (PSHE).</li> <li>• Set up a Year 1 mini garden in the conservatory of the school – have questions around that boys will have to answer each week.</li> </ul> <p><u>Extension activities:</u></p> <ul style="list-style-type: none"> <li>• Draw a bird’s eye view sketch of their own garden with a key.</li> <li>• Compare and contrast two or more flowers/plants – do they have the same features- what’s the same, what’s different .</li> <li>• Descriptive writing of a garden using all their senses.</li> </ul>
<p>Oh say can you seed – why seeds are important</p>	<ul style="list-style-type: none"> <li>• Plant a wild flower seed in a bag and consider what seeds need to be able to grow.</li> <li>• Predict the outcomes of the flower seeds and set up a diary to observe the growth over time.</li> <li>• Observe plants growing by using magnifying glasses and seeing how they change over time.</li> <li>• Create a flow chart sequence for planting a sunflower seed. Focus on these computing skills: <ul style="list-style-type: none"> <li>○ Explore what happens when a sequence of instructions is given.</li> <li>○ Give a set of simple instructions to follow out a task.</li> <li>○ Improve/change their sequence of commands</li> </ul> </li> <li>• To use a range of materials creatively to design and make planter containers for our garden.</li> <li>• Design a purposeful, functioning planter container.</li> <li>• Explore and evaluate a range of existing planter containers</li> <li>• Study Vincent Van Gogh’s work ‘Sunflowers’. Using real sunflowers as a still life, recreate a pastel sunflower pictures – learning the techniques of pastels.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the book ‘Oh say can you seed’ by Dr Seuss.(reading)</li> <li>• Design, make and evaluate planters to grow their flowers –different groups make different planters from different materials/recycled materials e.g. tyres, bottles, wood etc. (D&amp;T)</li> <li>• Plant wild flower seed and watch them grow. They should plant in the planters they have made (science)</li> <li>• Put planters in conservatory and add to the living display</li> <li>• Start diary of plant growth (writing)</li> <li>• Create a flow chart of how to grow a plant. (computing/writing)</li> <li>• How do we care for our seeds and seedlings? (PSHE)</li> <li>• Sunflower painting like Vincent Van Gogh (art)</li> </ul> <p><u>Extension activities:</u></p> <ul style="list-style-type: none"> <li>• Write a rhyming poem about how the seed grows (Dr Seuss book’s rhyme)</li> <li>• PSHE – why are seeds and plants important to me?</li> <li>• Journey of a seed – create a story board.</li> <li>• Study other artist’s painting of flowers. Compare and contrast to Van Gogh’s painting.</li> </ul>
<p>Plants/flowers from around the world</p>	<ul style="list-style-type: none"> <li>• Research which plants and flowers where discovered &amp; when they were brought to our county e.g. potato, exotic fruits, pineapples.</li> <li>• Know the location of hot and cold areas of the world in relation</li> </ul>	<ul style="list-style-type: none"> <li>• Giant floor map of the world (can be in the playground). Place different flowers/plants and the food that comes from it on the map where it originates from , e.g. pineapple from south America, Cocoa from West African countries, potato from Peru etc. (geography/history)</li> </ul>

	<p>to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> <li>• Which plants and fruits grown in which countries and why.</li> <li>• Create and make a food using a variety of ingredients and techniques to prepare the plant based ingredients.</li> <li>• Descriptive writing using adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the interactive map – how did we get the plants and food to our country? Critical thinking about nowadays and changes. Add model planes and boats to the map to show how transport of plants/food occurred. (geography)</li> <li>• On a map – which plants grow in hot countries and which in cold countries? Identify the poles and equator to help them understand where is hotter and cooler. (geography)</li> <li>• Create a plant based drink/snack from foods from around the world. Simplest would be to make a fruit salad (D&amp;T)</li> <li>• Imagine you were a captain of a boat and you had to take the first ever pineapple back to England without it being damaged. Describe your journey and how you kept it safe. (Writing)</li> </ul> <p><u>Extension activities:</u></p> <ul style="list-style-type: none"> <li>• Flower arranging, but identifying which part of the world the flowers come from.</li> <li>• Write instructions for recreating your plant based food/drink.</li> <li>• Some people only eat plant based food – give them examples of meals they could eat.</li> </ul>
Jack and the bean stalk	<ul style="list-style-type: none"> <li>• Role play the story of Jack and the beanstalk.</li> <li>• Fiction – Read and sequence the story of ‘Jack and the Beanstalk’. Could you write an alternative ending or a story review? Finish the story sheet starting ‘If I had a magic bean....’</li> <li>• Descriptive writing - Write character descriptions for Jack and the Giant thinking about their personalities and how they look.</li> <li>• Using musical instruments, add suspense and drama to the role play show.</li> <li>• Create your own rhymes instead of the ones in the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Act out the story of Jack and the bean stalk in the playground – using the climbing frame/bird nests as the bean stalk. (Speaking and listening/reading)</li> <li>• Write a character description of Jack and the bean stalk. (writing)</li> <li>• Make a garden tool (make from recycled material) that Jack could use to cut down the bean stalk. (D&amp;T)</li> <li>• When Jack was climbing the beanstalk – what did he hear, see, touch, smell and taste (relate to 5 senses studied in Aut 1). (science)</li> <li>• Look at rhymes in the book and make your own rhymes. (writing)</li> <li>• Add musical accompaniments to the story and play. (music)</li> <li>• Make an alternative ending for the story, using puppets to help plan the outcome. (writing)</li> </ul> <p><u>Extension activities:</u></p> <ul style="list-style-type: none"> <li>• Create costumes for Jack and the Giant, to help the audience understand when and where the story happened.</li> <li>• Why did Jack take the beans – if you were hungry what would you do?</li> </ul>

Seasons	<ul style="list-style-type: none"> <li>• Describing the weather in different seasons.</li> <li>• Identifying and describing differences between the four seasons.</li> <li>• Using data to identify and describe seasons</li> <li>• Consider the different elements of each season and represent in a group collage</li> <li>• Listen to the Four Seasons by Vivaldi. Use this piece to listen with concentration &amp; understanding to a range rhythm and sounds which help tell the story of the seasons</li> </ul>	<ul style="list-style-type: none"> <li>• 4 zones/areas in the classroom to represent the 4 seasons. What are the seasons – do plants grow in all of the seasons. Create a whole class wall collage of the 4 seasons using the resources at each zone (science and art). <ul style="list-style-type: none"> <li>○ Autumn you could have leaves, fan blowing, pine combs, welly boots, trees with some leaves on etc.</li> <li>○ Winter you could have fake snow, no flowers in the garden, hat and scarf, conifer tress.</li> <li>○ Spring you could have daffodils, flowers with buds, grass, sunglasses, umbrella for rain.</li> <li>○ Summer you could have flowers, bees, sunglasses, heater, sand.</li> </ul> </li> <li>• Explore what is the same and what is different in each of the seasons (science)</li> <li>• Descriptive writing on what happens in my garden throughout the 4 seasons. (writing)</li> <li>• Observe changes seasonal changes using a short film. (science)</li> <li>• Listen to the 4 seasons by Vivaldi and compose a piece of music that illustrates a season. (music)</li> <li>• Seasons around the world – if its Summer in England what will it be in Australia. (Geography and Science)</li> <li>• Poem about a season to accompany the piece of music composed (Writing)</li> </ul> <p><u>Extension activities:</u></p> <ul style="list-style-type: none"> <li>• What's your favourite season and why? What's your least favourite and why?</li> <li>• Different sports for different seasons.</li> <li>• Workshop at Kew Gardens – colours and seasons.</li> </ul>
Weather	<ul style="list-style-type: none"> <li>• Identifying and exploring the difference between seasonal and daily weather patterns.</li> <li>• Exploring and creating weather forecasts, and identifying why they are useful.</li> <li>• Design a weather station to help collect data about the weather at school.</li> <li>• Record a weather diary.</li> <li>• As a whole class, and in unison, play a piece of music that sounds like a storm using body percussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Each table has a different weather symbol, and the children need to dress the teddy bear in the appropriate clothes for that weather. (geography)</li> <li>• Look at weather forecast maps - what do the symbols mean and 'talk about the weather'. (geography)</li> <li>• Make a weather forecast video clip. (computing and geography)</li> <li>• Look at weather station and each group makes a different instrument. (science and D&amp;T)</li> <li>• Go outside and stand quietly observing the weather. What do you notice? What predictions can you make? (geography and science)</li> </ul>



	<ul style="list-style-type: none"><li>• Write a short weather forecast and produce a weather forecast video.</li></ul>	<ul style="list-style-type: none"><li>• Keep a weather diary. (writing)</li><li>• Using body percussion create the sounds of a storm or other weather. (music)</li></ul> <p><i>Extension activities:</i></p> <ul style="list-style-type: none"><li>• Basic maths word problems on temperature and rain fall in different months/seasons.</li><li>• TT break time ideas for different weather forecasts so everyone has something to do/play with.</li><li>• Write a shape poem about a type of weather.</li></ul>
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Useful Resources:

<https://www.teachingenglish.org.uk/article/jack-beanstalk>