Topic Overview– How does your garden grow?

Year 1 and 2– Autumn 1 2025

Experience:

Visit to the allotments to observe the different vegetables, fruits and flowers that grow there.

End Point:

End of term celebration of learning with families.

Start Point:

A basket of vegetables and flowers arrive from the allotments with an invitation to visit.

Visitor:

A visit from an expert to talk about the importance of worms for our gardens.

YEAR 2 English

FICTION– 2 weeks

Exploring characters, developing inference skills

Writing character descriptions

NON-FICTION– 2 weeks

Retrieving information from a text

Writing information paragraphs

FICTION- 2 weeks

Exploring characters, developing inference skills

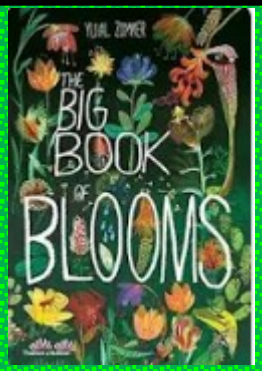
Retrieving information from a text

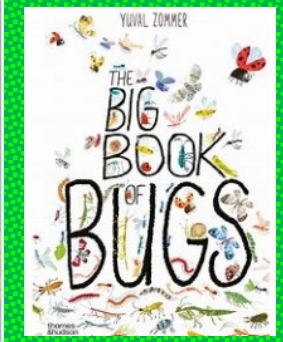
Writing in role from a character's perspective

POETRY– 1 week

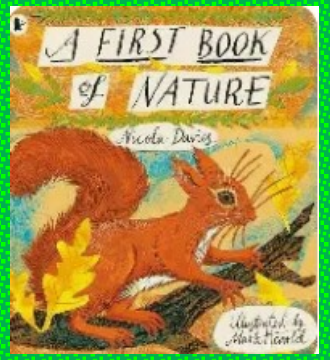
Learning poems by heart











YEAR 1 English

NON-FICTION– 2 weeks

Writing simple sentences

Writing a recount about the allotment visit

FICTION– 1 week

Retelling a traditional tale

NON-FICTION– 1 week

Retrieving information from a text

Writing a fact file about worms

Making awormery

FICTION– 1 week

Join in with repeated phrases

Writing simple sentences

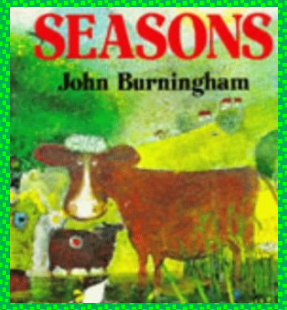
FICTION– 2 weeks

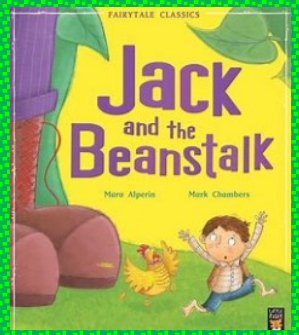
Make inferences about characters

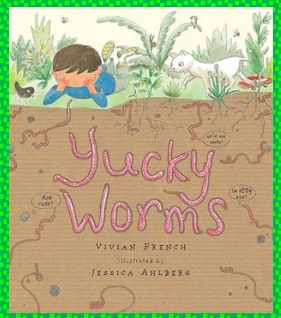
Writing simple sentences

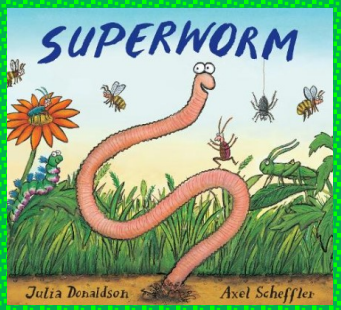
POETRY– 1 week

Learning poems by heart

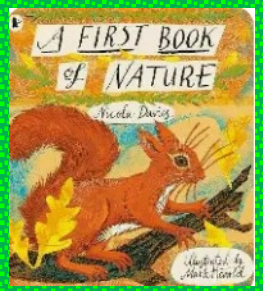












Science– Children will be developing knowledge of plants

Visit to the allotments

Children will identify a range of common plants in our school grounds and at the allotments. They will learn about the different parts of a plant and conditions required for growth.

Year 2: Children will name and label parts of a plant and describe their functions. They will learn about the role insects play in supporting healthy soil. They will learn about how plants vary according to climate.

Year 1: Children will name a variety of plants and label their parts.

Scientific Enquiry:

Year 2: What are the best conditions for growing a healthy plant? Children will observe the growth of beans over time.

Year 1: Children will be observing how plants and trees change over time

Art: The Beauty of Flowers

Year 2: Who was Georgia O'keeffe? Why do people paint flowers? Children will study the work and techniques of Georgia O'Keeffe.

Year 1: Look at some examples of work by Georgia O'Keeffe and discuss likes/ dislikes and feelings in response.

Year 2: Children will use watercolours, charcoal and pastels to learn about the techniques used by Georgia O'Keeffe.

Year 1: Children will use 2B and 4B pencils to develop their sketching skills.

Year 2: Children will use their knowledge of colour to create a picture in the style of Georgia O'Keeffe.

Year 1: Children will apply different sketching skills to create a final sketch of a flower.

DT: Children will develop knowledge and skills in sculpture

Year 2: Children will continue to develop clay modelling techniques to include moulding, carving, rolling, pinching and cutting.

Year 1: Children will learn to develop clay modelling techniques including moulding

Children will learn to use different clay tools for effect and to add details to their sculptures

Children will apply their clay modelling skills to create a clay flower.

Geography: Children will be developing their knowledge of the local area and skills in map work

What is a map? Exploring atlases, maps and Google Earth to identify key features of a map.

Children will use maps to identify land use around the school and locality. They will follow simple routes around the school and local area.

Year 2: Draw a map of the school with a key

Year 1: To annotate a map of the school and add key features

Year 2 Computing: Children will be developing knowledge and skills in creating media (photography)

Children will learn the skills needed to take a successful photograph including close-ups, focusing, portrait and landscape.

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Children will edit their photographs for effect.

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Children will display their chosen photograph in a photography display of the allotments.

Year 1 Computing: Children will be developing their knowledge of computing systems and networks

Children will identify the different technology sources we have in school and how to use them responsibly and safely

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Children will access the iPads and laptops, completing simple tasks with increasing independence

History: Children will be developing their knowledge of the lives of significant people in history

Year 2: Children will ask who was Charles Darwin? Why is he a significant person in history?

Year 1: Who was Charles Darwin? Children will research his life.

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Year 2: Children will research the life and achievements of Alexander Von Humboldt.

Year 1: Children will place key events in the life of Charles Darwin on a class timeline

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Year 2: Children will compare similarities and differences between Charles Darwin and Alexander Von Humboldt

Year 1: Children will present key facts about Charles Darwin to another class

PSHE– SCARF unit: Me and My Relationships

See separate unit plans

RE: Year 1– What do my senses tell me about the world of religion and belief? This will be explored through the Christian, Jewish and Hindu faiths.

Year 2– Why is light an important symbol for Christians, Jews and Hindus?