Plants and Gardens

Summer Term 2026

Giraffe Class

English:

- Recognise and sequence key events from *James and the Giant Peach* using photos, symbols, and simple/extended texts to support understanding of the beginning, middle, and end of the story.
- Use symbols, visuals, and structured sentences to describe characters, settings, and key events (e.g. “James is inside the peach”, “The peach is huge”).
- Write or complete structured texts such as “James is…”, “The peach is…”, or “In the garden…”, using sentence starters, word banks, and visual prompts to support independence.
- Explore and use descriptive language (e.g. big, small, enormous, juicy) to compare objects such as the giant peach and real plants through speaking, sorting, and simple written tasks.
- Read and respond to familiar words, labels, and key vocabulary from the story (e.g. insect names, garden words), and create simple retells, character profiles, or a personalised story map using visuals and symbols.

Science

- Recognise and name the basic parts of a plant (e.g. roots, stem, leaves, flower) using real plants, diagrams, and symbol-supported resources.
- Explore what plants need to grow (water, sunlight, soil) through practical activities, observation, and simple cause-and-effect discussions.
- Sequence the life cycle of a plant (seed → sprout → plant → flower) using visuals, symbols, and structured explanations.
- Observe and describe changes in plants over time, using photos, drawings, symbols, or simple written records to track growth.
- Measure and compare plant growth using simple tools and visual recording methods (e.g. charts, cubes), linking to real-life investigation skills.

Math

- Sort garden-related items by type, size, or colour (e.g. flowers vs vegetables, tools vs plants) using matching, grouping, and categorising tasks.
- Use positional language in practical planting contexts (e.g. “Put the seed in the soil”, “Next to the pot”) supported by modelling, visuals, and real-life application.
- Sequence the stages of plant growth (seed → sprout → flower) using symbols, pictures, and simple timelines to develop understanding of order and time.
- Explore capacity and volume using watering cans, soil containers, and pots, developing understanding of full, empty, and half full through hands-on experiences.
- Measure and record plant growth or rainfall using simple tools (e.g. cubes, rulers, charts) and represent findings using symbols, pictures, or basic graphs.
- Develop understanding of multiplication through practical grouping (e.g. “3 pots with 2 seeds in each”) and link to times tables using repeated addition and visual arrays.

- Explore division through sharing and grouping activities (e.g. sharing seeds into equal pots), using practical resources to support understanding of equal groups and remainders.steps.

Topic/ History and Geography/RE

- Recognise where food comes from (e.g. plants, farms, gardens) using photos, symbols, and simple texts to explore the journey from farm to table.
- Use visuals and structured activities to describe different environments where plants grow (e.g. garden, farm, greenhouse) and what makes them suitable.
- Explore seasonal changes and how they affect plants, using symbols, weather charts, and simple comparisons (e.g. more rain, more sun).
- Sort and group foods (fruit vs vegetables) and identify which come from plants through matching, labelling, and categorising activities.
- Measure and record simple weather patterns (e.g. rainfall, sunny days) using visual charts and link these to plant growth.

- Explore links to religious studies by recognising how plants, food, and nature are valued in different cultures and religions (e.g. harvest festivals, caring for the Earth), using stories, symbols, and simple discussions.

Life skills/Community

- Recognise and use basic gardening tools and equipment safely, using modelling, visuals, and hands-on practice.
- Follow simple instructions to plant seeds and care for plants, using sequencing, positional language, and structured routines.
- Count, measure, and prepare ingredients using plants (e.g. making fruit salad), developing functional maths skills in real-life contexts.
- Sort and organise items (e.g. tools, ingredients, produce) by type, size, or use through practical, meaningful activities.
- Develop independence by completing tasks such as watering plants, tidying tools, and preparing simple food, supported by visual prompts and routines.

PSHE/RSE

- Recognise the importance of caring for living things, including plants, through daily routines and supported discussions about responsibility.
- Use symbols, visuals, and role play to understand routines involved in plant care (e.g. watering, placing in sunlight) and why they are important.
- Follow and sequence simple instructions for gardening tasks (e.g. planting seeds), supported by visuals, modelling, and repetition.
- Explore feelings and wellbeing through gardening activities, identifying how outdoor and nature-based experiences can support calmness and regulation.
- Develop independence and teamwork skills by taking part in shared gardening tasks, turn-taking, and maintaining a class plant or garden area.

- Recognise basic changes in living things, including an introduction to the human reproductive system in an age-appropriate way, using simple explanations, visuals, and links to growth (e.g. how plants and humans grow and reproduce).