

English:

- Develop reading comprehension skills through structured texts, symbols, and questioning (e.g. who, what, where)
- Expand and improve sentences by adding adjectives, verbs, and simple conjunctions (e.g. and, because)
- Compare characters, settings, or texts using simple language
- Sequence events from a story to support understanding of beginning, middle, and end
- Answer questions about a text using spoken language, symbols, or communication devices
- Build vocabulary linked to class topics and texts through repetition and visual aids
- Engage in shared and guided reading to support fluency and understanding
- Develop speaking and listening skills through group discussions and turn-taking activities
- Encourage independent writing at an appropriate level (words, phrases, or simple sentences) with scaffolding

Science

- Identify and name basic parts of a plant (roots, stem, leaves, flower)
- Explore what plants need to grow (water, sunlight, soil)
- Observe and describe changes in plants over time
- Take part in planting and caring for plants (hands-on activities)
- Sort and compare different plants (e.g. size, colour, type)
- Use simple scientific vocabulary linked to plants and gardens

Math

- Develop understanding of time (daily routines, o'clock/half past, sequencing events)
- Build addition and subtraction skills using practical resources and real-life contexts
- Introduce multiplication and division through grouping, sharing, and repeated addition
- Use visual aids and manipulatives to support understanding of all operations
- Solve simple problems and develop mathematical vocabulary (e.g. more/less, groups, share, before/after)
- Record answers using numbers, symbols, or practical methods with adult support

Plants and Gardens

Summer term 2026



Topic/ History and Geography/RE

- **Geography:** Identify where plants grow (gardens, parks, forests) and what they need (sun, water, soil); explore local green spaces
- **Geography:** Compare different environments (e.g. garden vs park vs woodland) and the types of plants found there
- **History:** Explore how gardens have changed over time (e.g. old vs modern gardens, growing food in the past)
- **History:** Learn about how people used plants in the past (e.g. for food, medicine, or decoration)
- **RE:** Learn about how plants and nature are important in different religions (e.g. caring for the Earth, harvest, creation)
- **RE:** Explore celebrations linked to plants (e.g. harvest festivals, symbols like flowers or trees)

Life skills/Community

- Take part in planting and caring for plants (e.g. watering, using tools safely, following routines)
- Develop independence by completing simple gardening tasks with a visual checklist
- Identify and follow basic safety rules when outside (e.g. staying with the group, using tools safely)
- Visit a local garden/park and practise appropriate community behaviour (e.g. walking together, listening to adults)
- Recognise where food comes from (e.g. fruits, vegetables, growing plants)

PSHE/RSE

- Understand how to care for living things (e.g. plants need water, sunlight, and gentle handling)
- Recognise and manage feelings (e.g. feeling calm outdoors, expressing likes/dislikes about activities)
- Build positive relationships through turn-taking and teamwork during gardening activities
- Learn about healthy lifestyles (e.g. where food comes from, choosing fruits and vegetables)
- Develop awareness of personal safety (e.g. safe use of tools, staying with adults in the community)
- Practise communication skills (e.g. asking for help, sharing ideas, expressing needs)
- Show respect for the environment and living things (e.g. not damaging plants, caring for nature)