

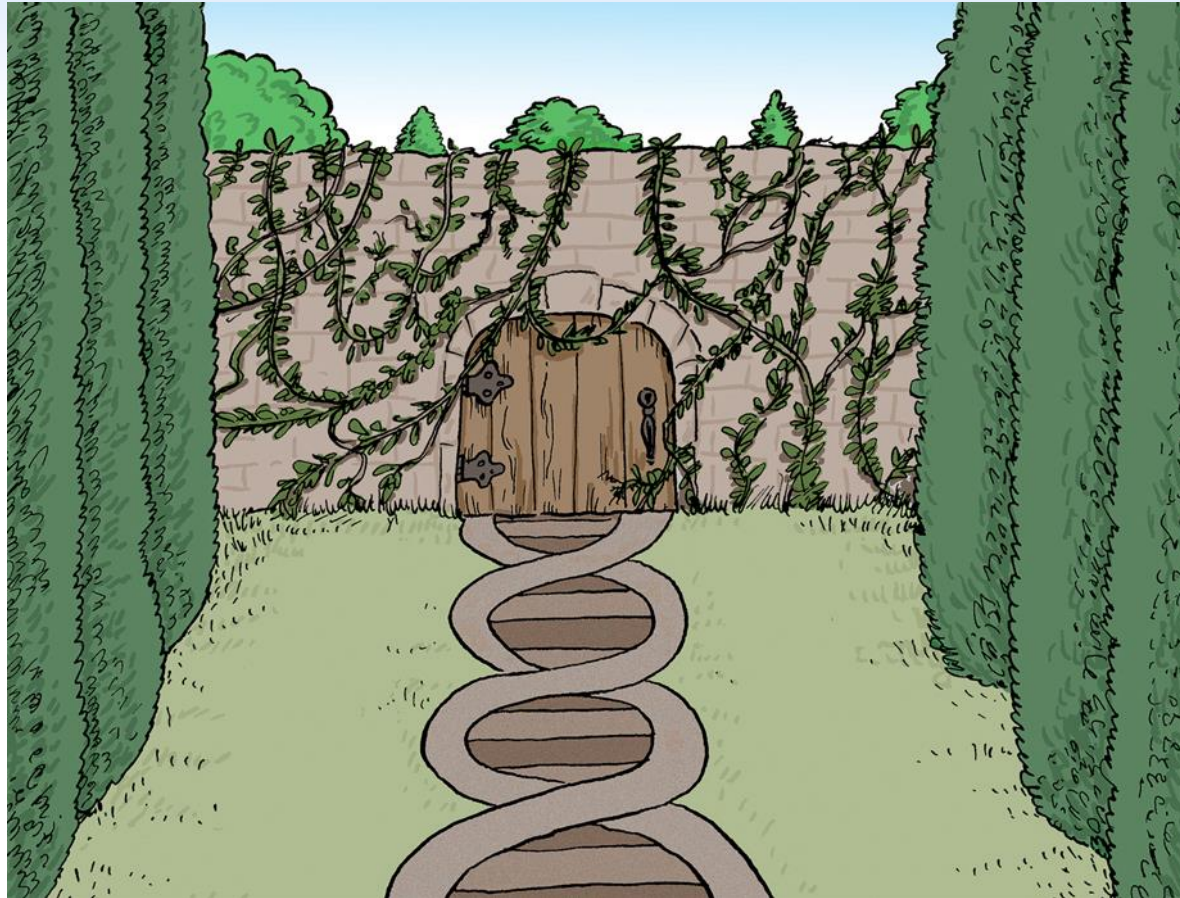


St. Peter's
Catholic Primary School

The Secret Garden

Lower Key Stage 2, Year A, Autumn Term 1

4 weeks



We put Jesus at the heart of everything that we do.

special kind unique inventive
generous awesome gentleness
purity helpful good positive
expressive enjoyable caring
adventurous bouncy zingy
fun truth colourful superb
confident polite compassion
friendly enthusiastic marvellous
comforting nice remarkable
happy magnificent great
meaningful forgiveness
exceptional joy wonderful
interesting creative hopeful
incredible spectacular
original brilliant peace
lovely service outstanding
dynamic amazing
dignity fabulous impressive
beautiful sacrifice
gorious fantastic tolerance
exciting terrific delicious
integrity cool considerate
phenomenal laughing funny
sharing humility loving
energetic smiling captivating
justice encouraging mercy
gracious faithful important
supporting delightful thankful
hard-working tremendous



St. Peter's
Catholic Primary School

The aims of our curriculum:

- We aim to be like Jesus the teacher, where all children learn to be good, inquisitive learners, capable of making our world a better place. Like Jesus our shepherd, no child will be left behind.
- We want our children to know more and remember more
- We aim to provide our children with a broad curriculum, rich with cultural capital.
- We aim to teach what is required from the National Curriculum as a minimum.
- We aim to create a curriculum that is teachable, clear and practical where possible.
- We want all of our children to progress so that they can tell us about their own progression in learning.
- We want our children to be able to tell us why they are learning what they are learning.

“The Lord God planted a garden toward the east, in Eden; and there He placed the man whom He had formed.”

Genesis 2:8

Our Curriculum Drivers:

Catholic Social Teaching

Live Simply Award

We will learn about 'Meat Free Mondays' and how people choose not to eat meat on a Monday to be more sustainable. We will write persuasive pieces to persuade our parents to give it a go. We will grow our own vegetables and invite parents and the local community to do the same to be more sustainable. We will use the knowledge of growing plants that we have learned in school to grow a single plant at home; something that we can eat on a Monday.

We will do this on Harvest Day

Our Resilience

Your task is to risk failure, by trying to bake a loaf of bread for the Harvest Mass.

Instructions:

- Follow a recipe
- Shape the bread into a wheatsheaf
- It must be edible
- Share the bread and see which class made the most delicious loaf

Our Community

We are going to create a beautiful garden that we can study in science all year long.

We will grow plants and flowers that we can use to study our plants.

Our garden will welcome everyone and will be a lovely place to be. It will make our school a better place for everyone.

Sustainability

We are going to use parts of our old climbing frame to create planters for our garden in which we can grow our plants and flowers.

We will write to the PTFA and ask them to sponsor a composter

Diversity and inclusion

We will create adverts on Seesaw, to persuade people to get outside to help their mental health. We will share the benefits of gardening to achieving a positive mental health.

The Secret Garden:

As Scientists, we will:

Choose plants to grow in our school Garden. We will study plants for this topic, and we will revisit this learning in the Spring and the Summer, as we watch our garden grow throughout the year. By the end of the year, we will have learned everything below and more!

We will use our knowledge about plants to plan our beautiful garden. We will learn about the different functions of the parts of the flowering plants that we want to grow, the root, stem, leaves and flowers.

We will learn about what different plants need for life and growth (air, light, water, nutrients from the soil and room to grow) and how these vary from plant to plant. We will also study the environment and choose plants that will thrive in this environment. We will test our hypothesis and report on how successful plants have adapted to the environment.

We will investigate how water is transported within plants and we will ensure that we create a sustainable system for watering our garden. We will explore the role of flowers in the cycle of flowering plants, including pollination, seed formation and seed dispersal.

When we have learned this, we will plan our garden for the year, deciding which plants would be best suited to our garden and taking note of times when we can and can't access the garden to take care of it. We will plan our tests so that we can draw conclusions at the end of the school year. We will present a plan to our Headteacher, who, if she agrees that this is value for money, will fund our garden and supply what we need. Over the year, we will tend to our garden and continue to monitor new things that we notice about the plants at different times in their life cycle. We will grow flowers, fruits and vegetables and make comparisons between plants and their parents (where possible).

We will look at the infrastructure of the garden and consider how we can add design features to help it's sustainability.

As writers we will:

- Write persuasive speeches
- Write non-chronological reports
- Write stories based on books we have read

As mathematicians we will:

- Use measure

As artists we will:

- We will look at the work of Swedish designer Fideli Sundqvist, a designer who works with paper to create beautiful sculptures
- We will look at how she uses different shapes to create realistic flowers
- We will have a go at making flowers using templates
- We will create our own flowers, by studying real flowers, dissecting them and using their shapes to make component parts.
- We will use different papers to vary colour and texture, to mimic real life

