

## Key Vocabulary

**Root** – The part of a plant that attaches to the ground.

**Stem** – The main body of a plant.

**Leaf** – Part of a plant which is usually green and attached to the stem.

**Petal** – The part of a flower which is usually colourful.

**Trunk** – The main woody stem of a tree.

**Branch** – Part of a tree which grows out from the trunk.

**North** – One of the four main directions on a compass. It is usually up on most maps.

**South** – One of the four main directions on a compass. It is usually down on most maps.

**East** – One of the four main directions on a compass. It is usually right on most maps.

**West** – One of the four main directions on a compass. It is usually left on most maps.

## Key Facts

The word deciduous means to “fall off”, and every autumn deciduous trees shed their leaves. An evergreen plant/tree is a one that has leaves throughout the year that are always green and don't fall out.

## Science

**-Identify and name common plants, including trees.**

**-Identify and describe the basic structures of plants.**

In this unit, we will plant some seeds and use our observation skills to watch our flowers grow. We will compare the basic structure of flowers and trees and identify the differences between them.



## Art & Design

**-Use sketching techniques to draw from real life.**

**-Use a variety of materials to present my work.**

**-Look at the work of different artists and their work that represents nature.**

We will be focussing on using different resources to represent nature, such as pencils and watercolours.

We will look at the work of Vincent Van Gogh, focussing on ‘Sunflowers’.

## Class Reader



## English

**Grandad's Island**  
by Benji Davies



In this adventurous text, we will explore the use of questioning as well as the spelling rule for adding –s and –es. Throughout this story we will also get a chance to investigate the nature and wildlife found on a tropical island!

## Nature and Wildlife Summer Term 1

### Stunning Start

Rosie Revere Engineer

### Excellent End

Planting seeds

## Geography

**-Recognise the geographical features of the school grounds.**

**-Create a map of the school grounds.**

**-Use directional language to describe the location of features on a map.**

We will explore our school grounds, in particular, looking at areas of wildlife. We will work together to produce simple maps, showing the various areas of wildlife that we find. The children will be encouraged to use prepositional language (in front of, next to, behind) as well as ‘forwards’, ‘backwards’, ‘left’ and ‘right’.