

# Our Learning Journey through the Topic

Where does my fruit/vegetables come from?

What fruit/vegetables only grow in hot countries?

What do different fruits/vegetables look, smell, taste and feel like?

How do you prepare and eat different fruits/vegetables?

What plants grow in my local area?

Can you identify a tree by their leaves?

What trees grow in my local area?

Plant and grow fruits/vegetables from seed. Observe and record plant growth.

Does a bigger seed grow a bigger plant?

What do plants need to grow?

# Nature Explorer

Draw a plant and label the different parts.

What are the different parts of a plant?

## Nature Explorers

Term taught in:	Summer 1	Number of Weeks:	6
Objectives		Outcomes	
<p><b>Understanding the world - People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</li> </ul>		<p><b>Your child will:</b></p> <ul style="list-style-type: none"> <li>Research where the fruit in Handa's basket comes from. Explore these countries and compare to our country.</li> <li>Explore Kenya through the story 'Handa's Surprise' and look at how it is similar/different to where we live.</li> </ul>	
<p><b>Understanding the world - The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>		<p><b>Your child will:</b></p> <ul style="list-style-type: none"> <li>Observe lots of different types of plants and plant parts within the natural environment and in the classroom.</li> <li>Go on environment walks to identify different plants and trees.</li> <li>Look at a range of plants in different contexts.</li> <li>Collect and sort leaves from different trees.</li> <li>Explore, investigate and talk about the features of a range of fruits and vegetables - the skin, inside, seeds, taste, texture, smell, size, shape and parts.</li> <li>Prepare and taste fruits and vegetables.</li> <li>Plant and grow vegetables from seed.</li> <li>Observe and record plant growth.</li> <li>Experiment growing different flowers - exploring what they need to grow and if the size of the seed means a bigger plant.</li> </ul>	
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> <li>Develop their own ideas through a range of materials e.g. paint, watercolours.</li> </ul>		<p><b>Your child will:</b></p> <ul style="list-style-type: none"> <li>Make a craft flower using all the correct parts</li> </ul>	

<i>Key Vocabulary</i>		<i>End Products</i>	
plant, leaf, leaves, stem, light, water, growth, healthy, decay, shoot, root, flower, petal, pollination, seed		<ul style="list-style-type: none"> <li>Flowers grown from seed</li> <li>Pictures of flowers showing different parts</li> </ul>	
<i>Links to our School Values</i>		<i>Links to British Values</i>	
Trying your best to create a bird feeder and independently complete book art. <ul style="list-style-type: none"> <li>Compassion towards our natural world.</li> </ul>		The rule of law - Caring for our environment	
<i>Cross Curricular Opportunities</i>	<i>Enhancements</i>		<i>Evaluation: Misconceptions</i>
Literacy books - Handa's surprise, Oliver's Vegetables and Tadpole's Promise. Focus on sentence writing.	Forest School Tree identification walk		<i>Please note if there were any misconception that would need noting for next year.</i>