



Topic Title: Allotment			
English	Maths		
The provided in the transformation of the series of the se	me projects, consolidation and problem solving		





Create and use banks of specific and technical vocabulary (nouns, verbs, adjectives, subordinate clauses) to make meaning precise and accurate e.g. The tractors ran on diesel fuel and had specially designed caterpillar tracks to climb the steep inclines left by the quarrying	
Use direct and reported speech appropriately: 'Don't put your fingers near the machinery', said our guide; (direct)our guide told us to keep our fingers away from the machinery (indirect/reported) etc.	
 Vary sentence structure, length and type e.g. – complex sentences to combine information effectively: we decided, without thinking about what might be inside, to force open the lid Sentences with lists of three:then the box, the shelf and the chair all came crashing down Active and passive voices: Jack left the ladder where it was but the gate had been fastened with a piece of wire Conditional and hypothetical (ifthen) sentences e.g.: If we had wanted (Had we wanted) to take the dog with us, we could not have gone on the bus Varied sentence openers Questions and exclamations 	
RE	PSHE
 CORE: Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. 	 No Way Through Isn't True! Resilience: How do we persevere when we are stuck (Learning Pit) The Bridge to Yet: Demonstrating that 'No Way Through' isn't True! Self-awareness: Thinking about how we are feeling, why we feel that way and what we need Hearts Filled with Hope: Looking at the power of Hope and how it can keep us going
Coursee Pasiliance	Honesty Kindness





 Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas. KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. 	 Where the Magic Happens: Learning to step out of our comfort zones Under Construction - the teenage brain! How the brain changes during puberty Reflection and self-evaluation
Music	PE
Main Songs: Heal The Earth Let's Go Surfin' So Amazing Musicianship: -Rhythmic patterns using minims, crotchets, quavers, semiquavers and their rests -Key Signature: C major (No flats/sharps) -Melodic patterns using the notes C D E F G A B -Improvise: G A B C D E F# Playing: Glockenspiel/Recorder (C D E F G A Bb C D) Improvising and Composing: -Improvise with the Song- F G A C D - Compose – F G A Songs for Year 6 Production	
French	Computing
	Programming B – Sensing Movement Summer Term 2 • To create a program to run on a controllable device • To explain that selection can control the flow of a program • To update the variable with a user input • To use a conditional statement to compare a variable to a value • To design a project that uses inputs and outputs on a controllable device





To develop a program to use inputs and outputs on a controllable dev		
Connected Cu		
Substantive knowledge	Disciplinary knowledge	
Composting	Scientific inquiry	
What is Compost?	observation: Encourage detailed observation of textures, smells, and changes in buried	
Definition: Compost is decomposed organic matter, used as a fertiliser in gardening and	Hypothesis: Formulate sensible predictions about biodegradation based on prior	
agriculture.	knowledge.	
Types of Compost and Their Components	Data Collection: Record changes in materials weekly, noting decomposition signs (e.g.,	
Traditional Compost:	size reduction, texture change, smell).	
Ingredients: Grass clippings, leaves, fruit and vegetable scraps, eggshells, and coffee grounds.	Working Scientifically Skills	
Texture: Dark, crumbly, and earthy.	Comparative Analysis: Compare the textures and smells of different compost types.	
Smell: Pleasant, earthy aroma when well-maintained.	Investigative Skills: Conduct a fair test when burying items to ensure consistent conditions	
Commercial Compost:	(same depth, location, moisture).	
Ingredients: May include peat, composted green waste, and additives like nutrients or biochar.	Variables in the Experiment	
Texture: Fine and even, may contain small chunks.	Independent Variable: The condition in which the seeds are kept (temperature and light).	
Smell: Usually a neutral smell, sometimes with a hint of organic odour.	Dependent Variable: The number of seeds that successfully germinate within a set	
Worm Compost (Vermicompost):	timeframe.	
Ingredients: Produced by worms from kitchen scraps and organic materials.	Control Variables: Type of seed, soil type, amount of water, and container size.	
Texture: Rich, dark, and moist.	Encourage students to think critically:	
Smell: Farthy and sweet indicating healthy decomposition	Predict which condition will yield the highest germination rate and why.	
Biodegradable Materials	Consider factors such as temperature impacts on metabolic rates and the role of light in	
	photosynthesis.	
Definition: Biodegradable materials can break down naturally through the action of living organisms	Observations and Record Keeping	
Common Riedegradable Itoms:	Use of Tables: Create a table to record daily observations of how many seeds germinate	
	in each condition.	
Riodegradapie:	Date and Time Stamps: Keep a log for clarity on the timeline of germination.	
Apple cores	Descriptive Language: Describe any changes noticed in seed appearance, growth, and	
	benaviour in each condition.	





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Banana skins	Explaining Results	
Newspaper	Students will be encouraged to:	
Bread	Discuss how the conditions affected germination.	
Non-Biodearadable:	Reflect on whether their predictions were correct and what might account for any	
	differences.	
	Consider real-world applications, such as now farmers choose when to plant crops based	
Socks (depending on material)	on temperature and light.	
Toy car (plastic)	Scientific Inquiny	
Endpoints	Observation Skills: Focus on carefully watching changes in plant growth over time	
1. Identify and describe different types of compost and their components.	Experimentation: Comparing the growth of plants under different conditions (e.g. water.	
2. Recognise which materials are biodegradable and explain the processes involved.	light, soil type).	
3. Record and analyse information from experimental investigations.	Data Collection: Use measurements to track growth, document findings, and make	
4. Discuss the importance of composting in reducing waste and promoting sustainability.	predictions.	
	Practical Skills	
What affects germination?	Plant Care: Understanding watering, weeding, and providing nutrients to promote healthy	
What is Germination?	growth.	
Definition: Germination is the process by which a seed develops into a new plant, beginning with the	Recordkeeping: Keeping a plant diary to regularly note observations and changes.	
seed absorbing water and ending with the seedling breaking through the soil.		
Key Factors: Germination requires water, oxygen, warmth, and sometimes light.	Scientific Inquiry	
Conditions for the Experiment	Asking Questions: what are the functions of aliferent flower parts? How do flowering plants reproduce?	
Low Temperature (4°C): Simulating winter conditions; may slow down metabolic processes.	' Conducting Investigations: Dissect a flowering plant to observe and identify the structures	
Room Temperature (21°C): Ideal temperature for most seeds; mimics spring conditions.	involved in reproduction.	
In the Light: Light can enhance germination for some seeds that require light but may inhibit others.	Data Collection and Analysis	
In the Dark: Darkness is necessary for seeds that do not require light to derminate	Collect data on the stages of a flower's life cycle and document observations during	
Sejentifie Method Stone	dissection.	
	Compare and contrast the features of different flowering plants.	
Ask a Question: How does temperature and light affect the rate of seed germination?	Communication of Findings	
Make Predictions: Formulate hypotheses about which conditions will lead to the quickest and	Create alagrams to illustrate findings.	
slowest germination.	resent conclusions about the role of each part in reproduction.	
Plan the Experiment: Identify variables (independent, dependent, and control variables).	Skills Development	
Conduct the Experiment: Place seeds in each condition and monitor growth.	Observation: Examine various seeds and their dispersal structures.	





Record Observations: Take notes on germination rates over a specified period.	Data Collection: Record findings on the effectiveness of different dispersal methods.		
Analyse Results: Compare outcomes to predictions and discuss why they occurred.	Analysis: Compare results and discuss which methods might work best in certain		
	environments.		
Endpoints			
	Inquiry and Research Skills		
I. Clearly explain the germination process and its requirements.	Observation: Visiting farms or local ecosystems to observe farming practices and their		
 Onderstand the significance of allerent environmental factors on seed germination. Conduct a simple experiment following the scientific method. 	effects.		
 Conduct a simple experiment following the scientific method. Record and interpret data effectively 	Data Collection: Gathering information through surveys or interviews with local farmers.		
 Articulate their findinas and conclusions through discussion and written reflection. 	Analysis: Comparing different farming practices and their ecological impacts.		
	Critical Thinking		
	Assessing the balance between agricultural productivity and environmental sustainability.		
Caring for our Plants	Evaluating the effectiveness of various farming methods based on ecological outcomes.		
Plant Growth: The process by which seeds germinate and develop into mature plants.	Communication		
Photosynthesis: The method by which plants convert sunlight into energy, helping them to grow and	Presenting findings through reports, presentations, or posters to share with classmates.		
thrive.	Engaging in discussions about sustainable practices and their importance for the future.		
Seeds, Bulbs, and Saplings: Different stages of plant development; seeds germinate, bulbs sprout,	The Composting Association		
and saplings are young trees.	 National Geographic - Biodegradable vs Non-biodegradable 		
Key Vocabulary	BBC Bitesize - Decomposition		
Germination: The process of seeds sprouting and beginning to grow.	<u>Royal Horticultural Society</u>		
Photosynthesis: The process by which plants use suplight to make food from carbon diovide and	Science Buddies - Seed Germination		
water	<u>Royal Horticultural Society (RHS)</u>		
Wooding: The get of removing unwanted plants that compete for recourses	BBC Bitesize: Plant Growth		
weeding. The dot of removing drivaticed plants that compete for resources.	<u>National Geographic for Klas: Plants</u> Gardoning with Kids		
Fertiliser: A substance added to soil to improve plant growth.	BBC Ritesize - Plant Reproduction		
Pests: Organisms that can harm plants, such as aphids or slugs.	 National Geographic - Flowering Plants 		
Disease: Illness in plants caused by pathogens like bacteria, fungi, or viruses.	Science Learning Hub - Plant Reproduction		
Plant Growth Stages	BBC Bitesize - Seed Dispersal		
Seed Stage: The dormant period where the seed contains all it needs to begin growth	Royal Horticultural Society - Plants and Seed Dispersal		
Cormination: The sead absorbs water and swells the radials (root) emerges first	<u>Science Kids - Transport of Seeds</u>		
Genninduor. The seed absorbs water and swells, the radicle (root) enterges first.	<u>National Geographic - Seed Dispersal</u> Device Consists for the Protection of Direct (DCDD)		
Seedling Stage: The young plant develops leaves and grows stem.	Koyai society for the Protection of Birds (KSPB) The Rumblehee Conservation Trust		
Sapling Stage: A young tree that has developed from a seed or bulb and continues to grow into	Wildlife Trusts		
maturity.	UK Pollinator Monitoring Scheme		





Endpoints

- 1. Identify and describe the life cycle stages of a plant.
- 2. Demonstrate proper techniques for watering, weeding, and feeding plants.
- 3. Maintain a comprehensive class plant diary documenting growth and care practices.
- 4. Develop and present a scientific report based on their observations and analyses of the plants.

Dissecting Flowers

Key Parts of a Flowering Plant

Carpel: The female reproductive part, consisting of the stigma, style, and ovary.

Stigma: The sticky top part that receives pollen.

Style: The tube that connects the stigma to the ovary.

Ovary: Contains the ovules, which develop into seeds after fertilisation.

Stamen: The male reproductive part, consisting of the anther and filament.

Anther: Produces pollen grains containing male gametes (sperm cells).

Filament: A slender stalk that supports the anther.

Types of Pollination

Self-pollination: Pollen from the same flower fertilises the ovules.

Cross-pollination: Pollen from one flower fertilises the ovules of another, promoting genetic diversity.

Courage

Fertilisation Process

Pollination occurs when pollen lands on the stigma.

Pollen tube grows down the style to reach the ovary.

Sperm cells travel down the pollen tube to fertilise an ovule.

Fertilised ovule develops into a seed, and the surrounding ovary develops into fruit.

Endpoint Expectations

- 1. Accurately identify and label the key parts of a flowering plant.
- 2. Explain the function of each part involved in sexual reproduction.
- 3. Demonstrate understanding of how fertilisation occurs in plants.

<u>NHS Live Well - Personal Hygiene</u>

- UK Government Young People and Your Body
- <u>KidsHealth Hygiene</u>
- Department for Environment, Food & Rural Affairs (DEFRA)

Kindness

- The Farming Community Network
- RSPB (Royal Society for the Protection of Birds)
- Soil Association (Organic Farming)
- Natural England

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Honesty

Resilience





Sequencing Stages

What is Seed Dispersal?

Seed dispersal is the process by which seeds are spread away from the parent plant to reduce competition for resources and to increase the chances of survival. Different plants have developed various methods for dispersing their seeds.

Why is Seed Dispersal Important?

Reduces Competition: By spreading their seeds, plants minimise competition for light, space, and nutrients.
Colonisation of New Areas: Dispersal allows plants to colonise new habitats, which can be crucial for heir survival.
Senetic Diversity: It promotes genetic mixing, enabling populations to adapt to changing environments and resist diseases.
Methods of Seed Dispersal
Nind Dispersal
seeds are lightweight and may have wings or parachutes (e.g., dandelion seeds).
ixamples: Sycamore, Milkweed.
Nater Dispersal
Seeds float on water and are carried away to new locations.
xamples: Coconut, Water lily.
Animal Dispersal
seeds can cling to animal fur or be eaten and later excreted.
xamples: Burdock (clinging seeds), berries (eaten and scattered).
Mechanical Dispersal
Seeds can be forcibly expelled from the parent plant, often through a pod that bursts open.
xamples: Peas, Touch-me-not (Impatiens).
Gravity Dispersal
seeds fall directly from the parent plant to the ground.





Examples: Acorns from oak trees.

Endpoints

- 1. Explain what seed dispersal is and why it is essential for plant populations.
- 2. Identify various seed dispersal methods and give examples.

Pollinator Life Cycles

Overview of the Bee

Bees are vital pollinators known for their role in pollinating crops and wild plants.

Scientific Terminology

Pollination: The transfer of pollen grains from the male anther of a flower to the female stigma.

Metamorphosis: A process of transformation that some insects undergo from larva to adult.

Life Cycle Stages

Egg: The adult female bee lays eggs in a hexagonal cell. An egg can be fertilised (becomes a worker bee or queen) or unfertilised (becomes a drone).

Larva: After about three days, the egg hatches into a larva. The larva is fed by worker bees with pollen and nectar.

Pupa: The larva eventually forms a cocoon and enters the pupal stage, where it transforms into an adult bee.

Adult Bee: After about 10-14 days, the adult bee emerges from the cocoon ready to start its new life.

Endpoints:

- 1. Identify the stages of the life cycle of their chosen pollinator.
- 2. Use scientific terminology to describe the life cycle.
- 3. Compare and contrast the life cycles of at least two pollinators.
- 4. Appreciate the importance of pollinators in the ecosystem.

Human Body

Key Terms





Fertilisation: The process where a sperm cell from the male merges with an egg cell from the	
female.	
Sperm: Male reproductive cell produced in the testes.	
Egg (Ovum): Female reproductive cell produced in the ovaries.	
Zygote: The fertilised egg that develops into an embryo.	
Embryo: An early stage of development post-fertilisation.	
Gestation: The period during which the embryo/fetus develops in the uterus.	
Uterus: The organ where the embryo develops in a female.	
3. The Human Reproductive System	
Male Reproductive System:	
Testes: Produce sperm and testosterone.	
Penis: Organ that delivers sperm to the female reproductive system.	
Seminal Vesicles and Prostate Gland: Produce fluids that nourish and transport sperm.	
Female Reproductive System:	
Ovaries: Produce eggs and hormones (oestrogen and progesterone).	
Fallopian Tubes: Transport eggs from the ovaries to the uterus and the site of fertilisation.	
Uterus: The site where a fertilised egg implants and develops.	
Vagina: The passage leading from the external genitals to the uterus.	
Endpoints	
1. Describe the male and female reproductive systems and their functions.	
2. Explain the process of fertilisation and the stages of human development from zygote to	
embryo. 3 Identify and describe key terms related to human reproduction	
 Demonstrate an understanding of the importance of health education in relation to 	
reproduction.	
Healthy Lifestyle	
What is Puberty?	
Definition: Puberty is the stage of life when your body changes from a child into an adult.	
Courage Resilience	Honesty Kindness

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Habitats

Types of Farming Practices



Arable Farming
Focuses on growing crops such as wheat, barley, and vegetables.
Seasonal planting and harvesting are crucial.
Livestock Farming
Involves raising animals like cows, sheep, pigs, and poultry.
Can be extensive (animals roam freely) or intensive (animals are kept in close confinement).
Mixed Farming
Combines arable and livestock farming on the same farm.
Diversifies income sources and can enhance soil fertility through crop rotation.
Organic Farming
Avoids synthetic fertilisers and pesticides, focusing on natural methods.
Promotes biodiversity and soil health.
Sustainable Farming
Aims to balance the needs of food production with environmental impact.
Uses techniques like crop rotation, cover cropping, and reduced reliance on chemicals.
Positive Effects of Farming on Natural Habitats
Biodiversity Enhancement: Organic and sustainable farming can support a diverse range of species.
Soil Health Improvement: Techniques like crop rotation enhance soil fertility and structure.
Habitat Creation: Certain farming practices, like creating hedgerows or maintaining ponds, provide habitats for wildlife.
Pollinator Support: Flowering crops and field margins can support pollinator populations, essential for food production.
Negative Effects of Farming on Natural Habitats
Habitat Destruction: Land clearing for agriculture can lead to loss of forests and meadows.
Pesticide Use: Chemicals can harm non-target species, including beneficial insects and water quality.





Soil Erosion: Over-grazing and intensive ploughing can strip away vital topsoil.	
Water Pollution: Runoff from chemicals and fertilizers can contaminate water bodies, affecting aquatic wildlife.	
 Endpoints Identify and describe different farming practices used in the UK. Discuss the positive and negative effects of these practices on natural habitats. Suggest improvements or alternative practices that could enhance sustainability in farming. 	
Geograp	ny Dissiplingry Knowledge
Farming in the UK Arable Farming Involves the cultivation of crops such as wheat, barley, oats, and potatoes. Found in areas with fertile soils and suitable climate conditions. Mainly located in eastern parts of England, including East Anglia. Dairy Farming Focuses on the production of milk and dairy products. Requires pastures for grazing and well-managed livestock. Concentrated in regions such as South West England and parts of Wales. Livestock Farming Involves raising animals for meat, wool, or other livestock products. Varieties include beef farming, sheep farming, and pig farming. Commonly found in regions like the Scottish Highlands, Yorkshire, and Devon. Poultry Farming Focuses on the rearing of poultry, primarily chickens and turkeys. Requires suitable housing and access to feed and water. Found throughout the UK, often in areas near processing facilities. Fish Farming (Aquaculture) Involves the cultivation of fish and shellfish in controlled environments. Requires water bodies or specialized facilities for fish rearing. Coastal regions, such as Scotland and parts of Wales, are suitable for this type of farming.	Geography: Understanding the geographical features, climate, and soil types that influence farming practices in the UK. Map Skills: Using web-based maps to identify regions that support different types of farming and locating specific places on a map. Research Skills: Conducting online research to gather information about different farming practices and regions in the UK. Written Communication: Presenting information clearly and concisely through written descriptions, diagrams, and maps. Geography Skills Research and Locate: Use geographical resources to locate and annotate the points of origin of various fruits and vegetables. Map Annotation: Annotate world maps with symbols or labels to show the origins of selected fruits and vegetables. Understanding Hemispheres: Understand the concept of hemispheres and how they affect the growth conditions for different crops. Critical Thinking Analysing Climatic Factors: Recognize the relationship between climate and the types of fruits and vegetables that can be grown. Making Connections: Make connections between the origins of different fruits and vegetables and the climatic conditions required for their successful growth.





Geographical Skills Endpoints Identify and describe the main types of farming in the UK. Reading and interpreting maps to locate specific features or places. 1. Use web-based maps to identify regions that support different farming practices. Using a local council website to gather information about allotments in the area. 2. Using an Ordnance Survey or online map to locate and measure allotment plots. 3. Locate St Nicholas at Wade on a map of the UK and determine the region it is nearest to. Analysing geographical data to identify key geographical and human features near the allotments. UK Agriculture and Horticulture • • National Farmers' Union Food Origins The Department for Environment, Food and Rural Affairs Hemispheres and Conditions for Growth World Crops Database • Northern Hemisphere: This hemisphere experiences four distinct seasons - spring, summer, Food Atlas autumn, and winter. Fruits and vegetables that require a cooler climate and a dormant period BBC Bitesize - KS2 Geography during winter are generally grown in this hemisphere. For example, apples require a cold period to National Geographic Kids establish fruit-bearing trees. Southern Hemisphere: This hemisphere experiences opposite seasons when compared to the Northern Hemisphere. It has warm summers and mild winters. Fruits and vegetables that thrive in warm and tropical conditions are typically grown in this hemisphere. For example, bananas and pineapples prefer warm climates. Climatic Conditions and Crop Growth Tropical fruits (e.g., banana, mango) thrive in warm climates with abundant rainfall. Citrus fruits (e.g., oranges, lemons) prefer temperate regions with mild winters. Mediterranean climates (e.g., grapes, olives) have hot, dry summers and mild winters. Certain crops, like coffee, require specific altitudes and humidity levels for optimal growth. Foods Unsuitable for UK Climate The UK has a temperate maritime climate with cool summers and mild winters. Some foods cannot grow or struggle to grow in the UK due to these conditions. Examples of foods unsuitable for the UK climate: Tropical fruits (e.g., pineapple, coconut) Citrus fruits (e.g., oranges, grapefruits) Subtropical fruits (e.g., avocado, papaya) Warm climate crops (e.g., coffee, cocoa) Endpoints 1. Students will be able to locate and annotate the origins of fruits and vegetables on world maps. 2. Students will understand the influence of hemispheres on the climate and growing conditions of crops.





 Students will identify and explain why certain the UK due to its climate. Local Allotments Allotments are plots of land that individuals can rent from to grow their own food. Allotments can vary in size, and the overall layout of an locations. Allotments are often found in urban areas as a way for produce. Allotments can provide numerous benefits, such as prophysical activity, fostering community spirit, and support in urban areas. Many allotment sites are managed by local councils, wwebsites. Ordnance Survey maps show detailed and accurate g locations in the United Kingdom. Endpoints Use a local council website to identify the local section of these allotments on an Ordnance Society. Use the map and data provided to find out the section. 	fruits and vegetables cannot be grown in om the local council or private landowners a allotment site can be different in different r people without gardens to grow their own pomoting healthy eating, encouraging porting biodiversity by creating green spaces who provide information about them on their eographical information about various ations of other allotments in the area. Survey or online map. e size of each allotment plot.		
 Use the map and data provided to find out th Identify key geographical or human features i 	e size of each allotment plot. nearby each allotment plot		
	Art		
Substantive Kno	owledge		Disciplinary Knowledge
Observational Drawing Observational Skills: Develop observational skills to acc Drawing Techniques: Learn techniques to create realist shading, blending, and line work. Colour Theory: Understand how to use colours effective Texture: Experiment with creating different textures four shading.	urately depict botanical subjects. tic representations of plants, such as ely to represent the natural hues of plants. nd in plants through pencil strokes and	Observational Drawing Te Using different shading te Practising cross-hatching Understanding proportion Exploring Botanical Drawin Analysing how artists cap Recognising the importan	chniques chniques to create depth and form. and stippling for texture. and scale when drawing plants. ngs ture plant forms. ce of detail in botanical illustrations.
Courag	je Resilience	Honesty	Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"





 Artistic Inspiration: Analyse botanical drawings by artists to learn how to represent plant forms effectively. Endpoints Produce detailed observational drawings of various plants, fruits, vegetables, leaves, flowers, seeds, and bulbs. Demonstrate the use of coloured and soft writing pencils effectively in their sketches. Analyse botanical drawings for techniques on capturing plant forms. Show growth in their observational drawing skills by revisiting and developing their initial sketches. 	Applying techniques such as contour drawing and negative space. Developing Ideas Over Time Revisiting sketches to refine and expand upon initial observations. Experimenting with composition and layout in sketchbooks. Incorporating feedback to improve observational drawing skills. Royal Botanic Gardens, Kew Victoria and Albert Museum - Botanical Illustrations The Eden Project The National Gallery - A Closer Look at Flowers in Art
Design and Te	chnology
Substantive Knowledge	Disciplinary Knowledge
Seasonal Planting	Planting Fruits and Vegetables in the Current Season
What Can Be Planted in the Current Season:	Research suitable fruits and vegetables to plant in the current season using reliable
Fruits: Strawberries, Apples, Pears, Raspberries	sources like RHS and BBC Gardening Guides.
Vegetables: Carrots, Lettuce, Radishes, Peas	Identify the plants that are suitable for planting in homemade planters and raised beds.
Benefits of Companion Planting:	Learn about the optimal conditions required for each plant to thrive in the current season.
Pest Control: Certain plants can repel pests and insects that may harm other plants.	Read and understand the planting instructions provided for each fruit and vegetable
Nutrient Enhancement: Some plants can help improve soil nutrients for neighbouring plants.	chosen.
Pollination: Companion planting can attract pollinators, improving fruit and vegetable yields.	Care Instructions
Homemade Planters and Raised Beds:	Follow the care instructions diligently for watering, feeding, and protecting plants from
Materials Needed: Wooden planks, nails, hammer, soil, compost	pests and diseases.
Steps: Measure and cut planks, assemble to create planters, fill with soil and compost	Monitor the growth of plants regularly and make necessary adjustments to ensure they
Benefits: Provides better drainage, control over soil quality, and easier maintenance	are healthy and thriving.
	Seek guidance from gardening experts or online resources if facing any challenges in
Enupoints	Piunic cure.
Being able to identify appropriate plants to grow in the current season	Homemade Planters and Raised Beas
 Pollowing instructions declarately for planting and caring for plants Domenstrating preficiency in using homomorphic plantars and raised hods 	containers or recycled items
5. Demonstrating proficiency in using nomentade planters and raised beds	Consider the size and depth requirements of plants when constructing the planters and
onderstanding the benefits of companion planting for plant health and growth	raised beds.
	Ensure proper drainage and aeration in the homemade planters to prevent waterlogging
	and promote healthy plant growth.
	Companion Planting
	Explore the concept of companion planting and its benefits for plant health and growth.





Understand which plants complement each other when planted together to enhance growth and deter pests.

Implement companion planting strategies in the garden to create a harmonious and thriving ecosystem

- Royal Horticultural Society Grow Your Own
- BBC Gardening Guides
- Garden Organic Advice and Resources

CourageResilienceHonestyKindnessMatthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"