



On Our Doorstep



Subject focus:
Science and History

| Key Vocabulary | |
|-----------------------|---|
| wild plants | A wild plant seed grows where it falls. It doesn't need to be planted or cared for as it grows. |
| garden plants | Garden plants are plants that people choose to grow in their gardens. |
| weed | Weeds are wild plants that grow in places where people don't want them. |
| deciduous | A deciduous tree loses its leaves each year. |
| evergreen | An evergreen tree keeps its green leaves all year round, even in the winter. |
| germination | When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called germination . |
| shoot | A shoot grows upwards from the seed or plant to find sunlight . |
| seed dispersal | Seed dispersal is when the seeds move away from the parent plant. They can drop to the ground in the plant's fruit or be moved by the wind or animals. |

| What do plants need to grow well? | |
|-----------------------------------|--|
| sunlight | All plants need light from the sun to grow well. Some plants need lots of sunlight . Some plants only need a little sunlight . |
| water | All plants need water to grow. Without water , seeds and bulbs will not germinate . |
| temperature | Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperatures . |
| nutrition | Food or nourishment. Plants make their own food in their leaves using sunlight . |

We are Scientists learning about the importance of plants, their role and how they grow.

Garden Plants



Wild Plants



Trees



VIDEO: What plants need to grow.



VIDEO: Parts of a plant.

Homework opportunities:

Why not grow a plant from a seed and keep a diary of what you can see happening.

Go on a walk and see what plants and trees you can spot. Try and gather evidence and make a poster of what you discovered in your local area.

Draw and write about the life cycle of a sunflower.

Books to enjoy together





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All about Kinson Library

We are histologists learning about how Kinson Library has changed over time. We will explore the local area and compare a range of primary and secondary sources.

Do you know anyone who has lived in Kinson most of their lives and would like to talk to the children about the changes they have witnessed?

How do brilliant historians find out about the past? 
We will learn about the history of the school by looking at different primary and secondary sources. We will learn that we can find out about the past from sources including...



photographs



buildings



clothes



people's memories



old artefacts



Key vocabulary: Glossary

| | |
|------------------|---|
| artefact | an object made by a human which is of cultural or historical interest. |
| century | a hundred years |
| chronological | in time order |
| decade | ten years |
| future | the period of time yet to come |
| past | the period of time that has already happened |
| present | the current period of time |
| primary source | first-hand accounts of history, such as diaries, newspaper reports by witnesses and letters |
| secondary source | secondhand accounts of history such as books and documentaries |
| timeline | a way of sequencing events in chronological order |

Home work opportunities:

Take a walk up to Kinson Library and see what information you can find out.

Use 'Kiddle' search engine to research the library and record your facts.

Talk to people you know who live in Kinson and ask them questions about what has changed in their lifetime.



We are Citizens and a Theologians! Our faith interweaves through our day as we focus on the gospel values and apply these to the way we think, talk and behave. Our PSHE and RE provides a faith-based, comprehensive program for KS1 students, integrating personal, social, and health education with a focus on emotional well-being, relationships, and moral development.

This term we will cover the theme 'Let the children come' which explores how we are created individually by God. God wants us to talk to him often through the day and treat Him as our best friend. God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness. We are created as a unity of body, mind and spirit: who we are matters and what we do matters. We can give thanks to God in different ways. Over the sessions the children will hear and experience the Gospel story of Jesus welcoming little children to him in spite of others telling them to stay away. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God

We are computing technologists! We are In KS1 we teach computing with Purple Mash and all children are taught specific skills each week. This term we will cover the following;

- Online Safety & Exploring Purple Mash
- Effective Searching
- Lego Builders



Did you know that its NATIONAL CODING WEEK on 16th – 22nd sept

Why not download 'Scratch Jr' to get your child coding in a safe and fun



Wider Curriculum

We are athletes! In KS1 PE is taught by teachers and a PE specialist. Teachers Agility, Balance, and Coordination. The PE specialist will apply the ABC skills and teach the children invasion games, developing skills like passing, catching, dribbling, and strategic movement.

We are artists! During our Art lessons, the children will be given the opportunity to explore paint, colouring mixing, texture and collage.

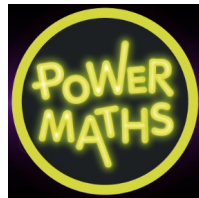
We are mathematicians!

Year 1

- Number and place value to 20
- Addition and subtraction
- Properties of shape.

Year 2

- Numbers to 100,
- Addition and subtraction
- Money,
- Multiplication and division



We are writers!

Through the wonderful 'Curious Quests' we will go on an adventure through our imaginations. We will explore high quality texts, inspiring vocabulary, characters and settings as well as inventing our own ideas.

Each term we will also learn to non-narratives to express all that we have learnt in our project. This terms non-narratives are;

A poster and a diagram with labels.

We use these reminders to the children always know what we expect in all their writing.

AS their writing develops we add more reminders.

