



**The London  
Acorn School**

Curriculum Plan  
Birch – Summer 1

## Programmes of Study

Class/ Year class 2 year 3 Term Summer First half term

### Unit title : GARDEN of EDEN

Literacy Genres [Stories with familiar settings: Bill's New Frock \[Babcock\]. Anne Fine \(3 weeks\)](#) [Reports: \(3 weeks\)](#)  
[Shape Poetry & Calligrams: \(1 week\)](#)

#### Reading Enhancements

[Adam and Eve & the garden of Eden- Jane Ray](#)

#### Literacy

##### Grammar

To write in clear sentences using capital letters and full stops accurately.

##### Writing to entertain:

Stories (Including re-telling, personal experiences real & fictional)

Descriptions

Poetry

In character role (letter to recount / dairy entry)

##### Writing to inform:

Recount – First-hand experience

Instructions – First-hand experience

NCR – Information booklet

Explanation – Observed process

Letter

#### Maths

##### Addition and subtraction

- Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1-digit numbers from 3-digit numbers mentally using number facts; add and subtract
- column addition
- subtracting by counting up, and choosing appropriate methods to solve problem
- Add 3-digit and 2-digit numbers using mental strategies
- add two 3-digit numbers using mental strategies or by using column addition
- use reasoning, trial and improvement to solve problems involving more complex addition
- Use column addition to add three 2-and 3-digit numbers together and four 2-and 3-digit numbers together
- subtract 3-digit numbers using counting up
- solve word problems choosing an appropriate method

	<p><b>Progression in Reading Comprehension</b> Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p>		<ul style="list-style-type: none"> <li>- Add 3-digit numbers using column addition</li> <li>- solve problems involving measures</li> <li>- solve subtractions of 3-digit numbers using counting up</li> </ul> <p>Problem solving, reasoning and algebra</p> <p>Fractions, ratio and proportion</p> <ul style="list-style-type: none"> <li>- compare and order fractions with the same denominator</li> <li>- begin to recognise equivalences of <math>\frac{1}{2}</math></li> <li>- add and subtract fractions with the same denominator</li> <li>- Decimals, percentages and their equivalence to fractions</li> <li>- finding tenths of amounts recognise tenths and equivalent fractions find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers</li> </ul>
<p><b>Art</b></p>	<p><b>MIXED MEDIA - COLLAGE</b></p> <ul style="list-style-type: none"> <li>• Study the work, style and design of the artist Gayle Gerson</li> <li>• Use the natural environment as a source for inspiration</li> <li>• Use photography and sketching to capture observations</li> <li>• Use visual and tactile elements including colour, pattern and texture, line and tone, shape, form and space to create a woodland collage in the style of Gayle Gerson</li> </ul>	<p><b>Humanities</b></p>	<p><i>Geography</i></p> <p><b>BIOMES</b></p> <ul style="list-style-type: none"> <li>• Know that a biome is a climatically and geographically contiguous area with similar climatic conditions, such as communities of plants, animals, soil organisms, and viruses.</li> <li>• Describe and understand the key aspects of physical geography including climate zones, biomes and vegetation belts in relation to the Eden Project</li> <li>• Describe and understand key aspects of human geography including the distribution of natural resources such as water</li> <li>• Use fieldwork skills to observe and record and present the human and physical features of the Eden project</li> </ul>

			<ul style="list-style-type: none"> <li>Understand how the human features (and design) of the Eden project, impacts on the sustainability of biomes.</li> </ul>
<b>Relationships and Health</b>	<ul style="list-style-type: none"> <li>Know that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>Know that most friendships have ups and downs and that friendships can be repaired and strengthened</li> <li>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>Explore the concept of 'real boy', 'real girl'</li> <li>Know that there are similarities and differences between people</li> <li>Support and show acceptance for what makes people special and unique</li> </ul>	<b>Forest School</b>	<p>Song : Dem Bones ! Compare skeletons of different vertebrates, obs classification invertebrates/vertebrates, use of ground art, song. Bat &amp; Moth game. Extract pigments from stone/charcoal and use for 'rock paintings'. ID elder wood, make beads, use for crafting dragons, necklaces etc.</p>
<b>Design and technology / Woodwork</b>	Wood work projects connected to Main lesson themes in addition to projects derived from pupil interests	<b>Science</b>	<p><b>BIOLOGY – PLANTS</b></p> <ul style="list-style-type: none"> <li>Describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>Know the requirements of plants for life and growth (air, light, water, nutrients from soils and room to grow) and how they vary from plant to plant.</li> <li>Know how water is transported within plants.</li> <li>Know the life cycle of flowering plants including pollination, seed formation and seed dispersal.</li> </ul>
<b>Religious Studies</b>	<b>Pilgrimages</b>	<b>PE</b>	<p><b>ROUNDERS AND CRICKET/ SUMMER GAMES</b> Develop ball skills, field skills, develop team working skills.</p>

	<p>Explore Different journeys with religious meanings in different faiths</p> <p>Lourdes</p> <p>Haij</p>		<p><b>FITNESS</b></p> <p>Develop and improve physical activity for sustained periods of time. Learn skills to solve problems, individually and as part of a team. Increase and improve on longevity of physical activity.</p>
<p><b>French</b></p>	<ul style="list-style-type: none"> <li>• To continue to develop understanding of French pronunciation</li> <li>• Learn to ask a question</li> <li>• To learn 1st person singular of new verbs</li> <li>• To construct sentences using these verbs</li> <li>• To re-cap what has been learned</li> </ul>	<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Pupils will develop their performing, composing and listening skills</li> <li>• Pupils will learn about the interrelated dimensions of music</li> <li>• Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills.</li> <li>• Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing.</li> <li>• Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.</li> </ul>

## Trips and or events