



Overview of Horticulture Class Planning for Term 4 February/March 2024



English	Activities	Resources & Key Vocabulary
<p>Focus – Reading Focus - Reading for Meaning</p> <p>AIMS Units:</p> <p>Entry 1 L/650/5854</p> <p>Entry 2 R/650/5874</p> <p>Entry 3 K/650/5925</p>	<p><u>Focus – Reading for Meaning AIMS Units</u> Reading for Meaning AIMS unit using class non-fiction text 'Grantham in the News'.</p> <ul style="list-style-type: none"> Guided reading sessions of texts split in two groups. Discuss the text: meaning and new vocabulary. Pre-Entry – Listening to a text in a group. Demonstrating understanding by identifying who and what. Creating simple sentence with Colourful Semantics. Entry 1 – reading shorter article as a group. Answering simple comprehension questions about the text from a choice of two answers. Writing sentences retelling the article. Entry 2 & 3 - to read longer articles independently and as a group. Answering more complex comprehension questions independently. Pupils to explain the main points of the text. Pupils to locate specific information, key words and phrases. Pupils to look up meaning of unknown words using a dictionary. Pupils to write newspaper articles retelling the event. <p><u>Focus – Reading/Phonics</u> Pupils read their individual reading books and have the opportunity to change them in the library. Each student to work on their own individualised reading/phonics targets twice a week.</p>	<p>Text: 'Grantham in the News' by John Pinchbeck</p> <p>Key Vocabulary: capital letter full stop question mark exclamation mark conjunction adjective non-fiction newspaper article headline subtitle picture caption paragraph</p>

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Maths	Activities	Resources & Key Vocabulary
Focus – AIMS Units Using Money <u>Entry 1</u> R/616/5595 <u>Entry 2</u> K/616/5599 <u>Entry 3</u> D/616/5602 Maths Curriculum Pre-Entry – Semi Formal Curriculum More & Less 3D Shapes	<u>Focus – Using money - AIMS Units</u> <u>Entry 1 –</u> Pupils to know the purpose of cash. Pupils to identify situations where cash can be used. Pupils to work on identifying coins up to £2 and ranking them in order of value. Identifying coins required for specific purposes and pupils to use coins in everyday situations, demonstrating how to use coins when paying for goods and when using vending machines. <u>Entry 2</u> Pupils to know how coins can be combined to give different values of money. Pupils to demonstrate how different amounts can be made up using a selection of coins e.g. 1p, 2p, 5p, 10p and 50p. Pupils to be able to indicate equivalent values of coins e.g. 1p, 2p, 5p, 10p and 50p. Pupils to carry out calculations involving money, calculating the cost of more than one item in whole pounds and the change needed in whole pounds e.g. from 5-, 10- and 20-pound notes. Pupils to also look at problems involving money and be able to state how they can be solved. <u>Entry 3</u> Pupils to work on solving practical problems involving money. To make estimates of calculations – estimating the total cost of items and change required when paying for goods. Carrying out calculations involving money both addition and subtraction. Pupils to practice using a calculator when working with money and to be able input a range of sums of money into a calculator. Pupils to work on comparing sets/groups of items indicating 'more or less', smaller or lesser' and 'greater or fewer'. Pupils are to sort building blocks by shape and to participate in looking for 3D shapes in and around the classroom. Pupils to begin to label shapes using symbols.	<u>Key Vocabulary</u> Coins Pence 1p, 2p, 5p, 10p, 50p Pounds Value Whole Problems Addition Subtraction Calculator More/Less Smaller/Lesser Greater /Fewer Shapes



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		<u>Key Vocabulary</u>
Formal Curriculum		
<u>Entry 1</u> Ordinal Numbers 3D Shapes	<u>Entry 1</u> Pupils working on ordinal numbers up to 20 th position. Pupils to sort 3D shapes according to given properties	Ordinal numbers Fractions
<u>Entry 2</u> Fractions 3D Shapes	<u>Entry 2</u> Pupils to recognise, find, name and write simple fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a shape, quantity or set of objects. Pupils to work through activities based on identifying 3D shapes from 2D representations.	Denominators 3D shapes Cuboid
<u>Entry 3</u> Fractions Geometry-Shapes	<u>Entry 3</u> Pupils to work on recognising, finding and writing fractions of a discrete set of objects, unit fractions and non-unit fractions with smaller denominators. Pupils to work on activities based on describing positions on a 2-D grid as coordinates in the first quadrant.	Sphere Cube Prism Cylinder Pyramid Cone

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Life & Living Skills	Activities	Resources
<p>AIMs Personal & Social Development Qualification</p> <p><u>Entry 1</u> L/616/5806</p> <p><u>Entry 2</u> L/616/5054</p> <p><u>Entry 3</u> M/616/6003</p>	<p>Unit – Getting About Safely</p> <p><u>Entry 1</u> Pupils to identify possible risks to personal safety when going out. Participate in identifying safety strategies before setting out. Participate in identifying a strategy for dealing with an unexpected situation. Identify ways to be safe in the dark Identify road information signs.</p> <p><u>Entry 2</u> Pupils to identify possible risks to personal safety when going out. Participate in identifying safety strategies before setting out. Participate in identifying a strategy for dealing with an unexpected situation. Identify ways to be safe in the dark Identify road information signs. Know emergency evacuation procedures.</p> <p><u>Entry 3</u> Identify possible risks to personal safety when going out Identify road information signs. State the meaning of road information signs. Identify what to watch out for on a journey. Practice crossing the road safely: Identify clothing to be worn when it is dark. Know emergency evacuation procedures.</p>	<p><u>Key Vocabulary</u></p> <p>Traffic</p> <p>Road signs</p> <p>Keeping safe</p> <p>Emergency</p> <p>Evacuation</p> <p>Information</p> <p>Clothing</p> <p>Crossings</p>
Hospitality	Activities	Resources
<p>SSB Unit Exploring Working in Catering – Reflection</p> <p>CF07 – Foundation CI07- Intermediate</p> <p>Note: Pupils will also continue to work on developing food preparation skills</p>	<p>Foundation: Unit CF07 Pupils to indicate one thing that they have enjoyed about working in catering so far. Pupils to give an example of something that they have learned when working in catering.</p> <p>Intermediate: Unit CI07 Pupils to indicate things that they have enjoyed about working in catering so far. Pupils to give examples of things that they have learned whilst working in catering.</p>	<p><u>Key Vocabulary</u></p> <p>Catering</p> <p>Cooking</p> <p>Reflection</p>

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through practical cooking sessions throughout the term that will go towards other SSB units.	Pupils to be able to give an example of something that went well and indicate something that could have been done better.	
PSHE	Activities	Resources
Focus – Keeping Safe (Online Danger)	<ul style="list-style-type: none"> To know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. To learn about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. To know not to provide material to others that they would not want shared further and not to share personal material which is sent to them. To know what to do and where to get support to report material or manage issues online. To examine the similarities and differences between the online world and the physical world, including how advertising and information is targeted at them and how to be a discerning consumer of information online. To identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours. 	Key Vocabulary: troll online abuse behaviour risk report advertising target