



Overview of Horticulture Class Planning for Term 5 April/May 2024



English	Activities	Resources & Key Vocabulary
<p>AIMS Units</p> <p>Focus – Speaking and Listening to Obtain Information</p> <p>AIMS Units:</p> <p>Entry 1 Y/650/5858</p> <p>Entry 2 D/650/5878</p> <p>Entry 3 M/650/5936</p> <p>To be able to obtain information from others by speaking and listening.</p>	<p><u>Focus – Speaking and Listening to Obtain Information AIMS Units</u></p> <p>Reading and writing about a variety of explanation, instruction and narrative texts.</p> <p>Pre-Entry: Creating sentences using Colourful Semantics.</p> <p>Entry 1: Writing simple sentences about a topic.</p> <p>Entry 2: Writing simple and compound sentences about a topic.</p> <p>Entry 3: Writing a paragraph about a topic.</p> <p>Resulting discussions from these texts.</p> <p>Pre-Entry</p> <ul style="list-style-type: none"> • To ask relevant questions during discussion. • To answer simple questions demonstrating understanding. <p>Entry 1</p> <ul style="list-style-type: none"> • Using key word to listen for detail. • To listen for and identify the gist of short explanations in familiar situations. • To follow single-step instructions. • To ask questions. <p>Entry 2</p> <ul style="list-style-type: none"> • To listen and identify the gist, details and main points of explanations, instructions and narratives. • To follow oral instructions to carry out a task. • To ask questions and make requests. <p>Entry 3</p> <ul style="list-style-type: none"> • To listen and identify the gist, details and main points of explanations, instructions and narratives in different contexts. • To use strategies to clarify and confirm understanding. • To make requests and ask concise questions. <p><u>Focus – Reading/Phonics</u></p> <p>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>Key Vocabulary:</p> <p>gist</p> <p>detail</p> <p>explanation</p> <p>key word</p> <p>instruction</p> <p>question</p> <p>narrative</p> <p>presentation</p>



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Maths	Activities	Resources & Key Vocabulary
<p>AIMs Units</p> <p>Entry 1 H/650/6002 Size, length, width and height</p> <p>Entry 2 H/650/6011 Length</p> <p>Entry 3 L/650/6023 Length, weight, capacity and shape</p>	<p><u>Entry 1</u></p> <p>Pupils to use words to describe size. Compare items in terms of size. Use words to describe length. Compare items in terms of length. Use words to describe width. Compare items in terms of width. Use words to describe height. Compare items in terms of height.</p> <p><u>Entry 2</u></p> <p>Pupils to use measuring instruments with simple scales. To measure length in common standard units including millimetres, centimetres, metres and kilometres. To record measurements. To estimate length. Compare length in common standard units with non-standard units including millimetres, centimetres, metres and kilometres. Write units of measurement in full. Pupils to recognise units of measurement written in abbreviated form including millimetres, centimetres, metres and kilometres.</p> <p><u>Entry 3</u></p> <p>Pupils to list standard and non-standard units of measurement for length, weight and capacity. Read measurements on measuring instruments to the nearest labelled or unlabelled division. Record measurements of length using an appropriate measuring instrument including millimetres, centimetres, metres and kilometres, approximate measurements of length and weight in standard and non-standard units. Compare measures of length including millimetres, centimetres, metres and kilometres. Read measurements of weight to the nearest labelled or unlabelled division. Measure weight using an appropriate measuring instrument including grams and kilograms Compare measures of weight including millimetres, centimetres, metres and kilometres.</p>	<p><u>Key Vocabulary</u></p> <p>height weight capacity shape 2D 3D standard units non-standard units</p>



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Read measurements of capacity to the nearest labelled or unlabelled division.
Approximate measurements of capacity.
Measure capacity using an appropriate measuring instrument including millilitres and litres 4.4 Record capacity.
Compare measures of capacity including millimetres, centimetres, metres and kilometres.
Describe the properties of 2D shapes including lines of symmetry, length, right angles, angles including in rectangles and triangles.
Sort 2D shapes to solve practical problems.
Describe the properties of 3D shapes including lines of symmetry, length, right angles, angles including in rectangles and triangles.
Sort 3D shapes to solve practical problems.

Maths Curriculum:

Semi-formal:

I can order numerals up to 10.
To sort 3 different coins.
To sort a range of different coins.

Formal:

Entry 1:
To know bonds for 10 (+ and -)
Give equivalent amounts to 10p
To give change from 10p
To begin to give equivalent amounts to 20p

Entry 2:

Add numbers up to 3 digits.
To be able to add and subtract amounts of money to give change using both £ and p in practical contexts

Entry 3:

Estimate and use inverse operations to check answers to a calculation.
Give change in p and £ to higher value.
To be able to convert between £ and p

coins
number bond
equivalent
pound
pence



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Life & Living Skills	Activities	Resources
<p>AIMs Personal & Social Development Qualification</p> <p>Unit – Make a Simple Meal</p> <p>Entry 1 & Entry 2</p> <p>Y/600/6223</p> <p>Entry 3</p> <p>D/600/6224</p>	<p>Entry 1 & 2:</p> <ul style="list-style-type: none"> -Know basic hygiene rules of the kitchen. -Be able to select ingredients to make a meal. -Be able to prepare ingredients. -Know how to use utensils safely. -Know how to use a cooker safely. -Be able to serve a meal. <p>Entry 3:</p> <ul style="list-style-type: none"> -Know basic hygiene rules of the kitchen. -Be able to select ingredients to make a meal. -Be able to prepare ingredients. -Know how to use utensils safely. -Know how to use a cooker safely. -Be able to serve a meal. <p>(Cross-curricular link with PSHE – Healthy Eating)</p>	<p><u>Key Vocabulary</u></p> <p>hygiene ingredient utensil cooker crockery cutlery hazard meal</p>
Horticulture	Activities	Resources
<p>Caring for Plants (HF18 and HI18)</p>	<p>Foundation:</p> <p>To be able to check the health of plants.</p> <p>1a – To be able to check a plant for signs of lack of water with support</p> <p>To be able to care for a plant as required, with support.</p> <p>2a – Follow instructions to wear correct PPE</p> <p>2b – To follow instructions to place shading material over plants</p> <p>2c – To identify a watering can</p> <p>2d – to follow instructions to use a watering can to water plants</p> <p>2e – To follow instructions to tidy equipment away.</p>	<p>Key Vocabulary:</p> <p>plant shade water health variety of equipment</p>



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	<p>Intermediate:</p> <p>To be able to check the health of plants.</p> <p>1a - To be able to select the correct equipment for a task from a varied choice.</p> <p>To be able to care for a plant as required.</p> <p>2a – Wear correct PPE</p> <p>2b – To place shading over plants as required</p> <p>2c – To identify a suitable method of watering</p> <p>2d – To water plants correctly</p> <p>2e – To clean and tidy work area</p> <p>To evaluate own performance.</p> <p>3a – To identify what went well</p>	
PSHE	Activities	Resources
<p>Focus –</p> <p>Healthy Lifestyles</p> <p>(Preparing healthy foods)</p>	<p>To know:</p> <p>When we do not eat healthily this can lead to illness. We should eat foods from each food group to stay healthy.</p> <p>To learn:</p> <p>To be able to prepare healthy snacks and meals. To identify healthier snacks and meals from menus and recipe books and at the supermarket.</p> <p>Activities:</p> <ul style="list-style-type: none"> -Research healthy foods and familiarize pupils with the healthy food wheel. -Plan healthy meals and snacks together then make them. -Visit a supermarket to look for healthy food ideas. Become familiar with food symbols such as 1 of your five a day. -Look at menus from restaurants online and decide how healthy some of the meals are. What would be the healthiest choice? -Share healthy snacks with younger pupils and tell them about why they are healthy. -Make healthy eating posters to go around school. -Make a recipe book of the healthy snacks and meals you have designed. 	<p>Key Vocabulary:</p> <p>healthy eating dairy fruit vegetables carbohydrates proteins</p>