



Wow Starter: who am I -Lost in time, Capability Brown commissioned to develop a wooded area garden at Cambo, but he has

Final Event: Community event using our new wooded Capability garden as the stimuli for music and poetry. Children will

UNDERSTANDING THE WORLD

Working scientifically LKS2

- sc31 During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- sc32 asking relevant questions and using different types of scientific enquiries to answer them
- sc39 identifying differences, similarities or changes related to simple scientific ideas and processes
- sc40 using straightforward scientific evidence to answer questions or to support their findings.

Plants LKS2

- sc41 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- sc42 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- sc43 investigate the way in which water is transported within plants
- sc44 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Living things and their habitats LKS2

- sc62 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Location knowledge LKS2

- ge34 I can identify patterns of land-use and describe how these shape the landscape
- ge35 I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)

Core Skills across the Key Stage LKS2

- hi18 I can place events, people and changes into correct periods of time (British, local and world history)
- hi20 I can recognise similarities and differences between periods of time
- hi22 I can ask and answer questions about change and cause and effect
- hi23 can ask and answer questions about similarities and differences and their significance
- hi24 I can draw informed conclusions by using a range of research skills
- hi26 can use sources of information, including ICT, to find out about events, people and changes in the past
- hi27 I understand that the same event in the past can be interpreted or represented differently by different people

MATHEMATICS AND COMPUTING

Measurement LKS2

- m103 measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- m104 measure the perimeter of simple 2-D shapes

Measurement LKS2

- m144 measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- m145 find the area of rectilinear shapes by counting squares

LKS2

- co28 I can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)
- co29 I know the rules for keeping safe on the internet and how to be a responsible internet user
- co30 I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

PHYSICAL EDUCATION

LKS2

- pe4.1 I can explain how developing my skills separately has improved my performance in team games
- pe5 I can play competitive net, striking, fielding and invasion games

pe5.1 I can describe both attacking and defending tactics and strategies and begin to apply them

pe6 I can identify the techniques I need to practice to improve my strength and performance in athletic activities



EXPRESSIVE ARTS AND DESIGN

LKS2

- ad15 I can talk about some famous artists, architects and designers from the past

Design LKS2

- dt25 I can talk about my product and explain my design ideas and where they came from
- dt26 I can tell you for whom I have designed my product and why I think my product would be useful to them
- dt27 I can communicate my ideas through annotated sketches
- dt29 I can make a model of my design

Make LKS2

- dt32 I can select and use appropriate tools and techniques for my product
- dt33 I can measure, mark, cut and shape a range of materials accurately

Evaluate LKS2

- dt39 I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons

dt40 I have asked for the views of others, especially the intended users, to help to improve my design

dt42 I can talk about some significant designers through history

LKS2

- mu11 I can sing in a group, or on my own, with expression, awareness of others and in tune
- mu12 I can play instruments with accuracy and control
- mu13 I can play instruments with fluency and expression to reflect the intentions of the music
- mu16 I can listen carefully and perform accurately from memory
- mu17 I can perform from simple, standard notation
- mu19 I can describe, compare and evaluate different kinds of music
- mu21 I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary

LITERACY

Reading - comprehension LKS2

- e143 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

COMMUNICATION AND LANGUAGE

LKS2

- fl1 I can understand what is being said to me and respond correctly
- fl2 I can sing songs and say poems in another language and know what the words mean
- sl13 listen and respond appropriately to adults and their peers
- sl14 ask relevant questions to extend their understanding and knowledge

sl18 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

sl21 participate in discussions, presentations, performances, role play, improvisations and debates

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

LKS2

- pa21 Begin to develop negotiating strategies.

pa22 Know when to compromise.

WI creation of a landscape proggy mat children to develop proggy mat skills 300 yrs of Capability Brown

natural sculpture using natural resources in our cambo environment

Visiting artist

OUTDOOR LEARNING

Working with November Club to develop the Perfect View at Wallington. The end result will be a public drama over two days.

- children will visit wallington. Activities planned and delivered via november club

JOURNEY THROUGH TIME children will weave an outdoor story of Capability Brown . There have only been 8 gardeners at Wallington in 300 years. John Ellis is retiring this year. The journey will start with John.

Talk with Cambo Residents what makes the perfect view, what makes the perfect garden?

what were their thoughts on designing their garden

visit wallington work with gardening team to find out what plants would be suitable how to test soil

Competition Northumberland Show! Capability Gardens Cambo Fete

Capability Brown - The Perfect View - Stage Coverage

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Plants **LKS2**

- **sc41** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- **sc42** explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- **sc43** investigate the way in which water is transported within plants
- **sc44** explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Living things and their habitats **LKS2**

- **sc62** explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- **sc63** recognise that environments can change and that this can sometimes pose dangers to living things.

Location knowledge **LKS2**

- **ge34** name and locate land-use patterns
- **ge35** name human and physical characteristics and understand how some of these aspects have changed over time

LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi20** They should note connections, contrasts and trends over time
- **hi22** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi24** They should construct informed responses that involve thoughtful selection
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi27** They should understand that different versions of past events may exist

MATHEMATICS AND COMPUTING

Measurement **LKS2**

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Measurement **LKS2**

- **m144** measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- **m145** find the area of rectilinear shapes by counting squares

LKS2

- **co28** select, use and combine a variety of software (including internet services) on a range of digital devices presenting data and information.
- **co29** use technology safely, respectfully and responsibly
- **co30** recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

PHYSICAL EDUCATION

LKS2

- **pe4.1** use running, jumping, throwing and catching in combination
- **pe5** play competitive games, modified where appropriate
- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe6** develop flexibility, strength, technique, control and balance, for example through athletics

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad15** about great artists, architects and designers in history.

Design **LKS2**

- **dt25** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt26** use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups
- **dt27** generate, develop, model and communicate their ideas through discussion and annotated sketches
- **dt29** generate, develop, model and communicate their ideas through prototypes

Make **LKS2**

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks
- **dt33** use a wider range of tools and equipment to perform practical tasks accurately

Evaluate **LKS2**

- **dt39** analyse a range of existing products
- **dt40** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- **dt42** understand how key individuals in design and technology have helped shape the world

LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu12** play musical instruments with increasing accuracy
- **mu13** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression
- **mu16** listen with attention to detail and recall sounds with increasing aural memory
- **mu17** understand staff and other musical notations
- **mu19** appreciate a wide range of high-quality live and recorded music
- **mu21** appreciate some great composers and musicians

LITERACY

Reading - comprehension **LKS2**

- **e143** preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

COMMUNICATION AND LANGUAGE

LKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl2** explore the patterns and sounds of language through songs and rhymes
- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl21** participate in discussions, presentations, performances, role play, improvisations and debates

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

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- **pa21** Begin to develop negotiating strategies.
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