

# Living Things and their Habitats



**To plan, write and display an explanation text poster**

I can demonstrate in my writing the scientific knowledge/understanding of 'how flowering plants grow and/or the life-cycle of a frog'.

I can use a range of organisational devices in non-fiction such as sub/headings, logical sequencing, captions, 3<sup>rd</sup> person etc.

I can consistently use the features & language of non-fiction texts such as technical language and precise nouns/pronouns.

I can use a range of adverbs, conjunctions & preps- for cause and time. I can use correct & consistent verb tenses.

I can talk about a special journey I have made and say why it was special to me

I can remember some of the events that happen during Hajj and start to explain why these are special to Muslims.

I can start to think of the significance of Hajj to a Muslim.

I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.

I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.

I can demonstrate handwriting and presentation skills to present my ideas as a postcard.

I can identify & describe the functions of different parts of plants; roots, stem, leaves & flowers.

I can investigate the ways in which water is transported within plants.

I can explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation & seed dispersal.

**To plan, write and illustrate a post card of a special journey**

I can observe & describe how seeds & bulbs grow into mature plants

I can find out & describe how plants need water, light & a suitable temp to grow & stay healthy.

**To plant, measure and record growth of a living plant.**

I can practise taking accurate measurements.

I can explore the requirements of plants for life & growth & how they vary from plant to plant.

**To sketch & colour a drawing in the style of Henri Rousseau reflecting the 'Vision'.**

I use my observational skills to record sketches of flowers and foliage in my sketch book, closely identifying their detail.

I plan and create compositions using sketching, shading, blending skills.

I mix a range of tones and hues in pastel and crayon.

I can discuss, share ideas and evaluate my art work.

I sketch, blend and shade with pencils, pastels and crayons.

I can use paragraphs to group related ideas.

I can demonstrate handwriting and presentation skills to present my explanation text as a poster.

I can explore the art of H. Rousseau and use his style and technique to inform my own art.

I can practise skills of pressing hard and lightly to create different marks with sketching pencil.