



## Our theme for the Summer Term

### The World I live in

Staff will use the following theme plan to highlight; they will highlight the activities and learning intentions/outcomes that they will cover. The final section of the document enables staff to add additional activities they may wish to do. These plans have been developed using the following documents, The Pre-Key stage standards, The Early Years Foundation Stage profile, The National Curriculum Key stage 1 and 2 documents and the Preparation for Adulthood across the age ranges for children and young people with SEND. Ideas for teaching are in black, the knowledge we wish the children to gain is in purple and skills are shown in red.



THEME FOR SUMMER TERM

Theme The World I live in	Ideas for theme are shown in black Learning objectives are shown in purple			
	Communication and Language (including literacy)	Personal social	Physical sensory	Thinking skills (Mathematics)
<b>MAPP</b>	<p>Use symbols to make a choice between two types of fruit, repeat this activity to choice between two types of clothing for different weather conditions.</p> <p>Read stories relating to different forms of transport for example 'Faster, Faster Little Train' use different props to engage the children.</p> <p>Use vehicle sounds, see if the children can look at the correct vehicle for that sound.</p> <p>Use different forms of mark making to create pictures of different types of houses, weather and geographical types.</p>	<p>Bring in different foods, use senses to experiences these.</p> <p>Use pictures, dolls or wooden figures to show children, pointing out the differences, look for responses from the children.</p> <p>Use costumes to dress up as people who do different jobs, use other stimuli such as models, videos and pictures to show the children that people do different jobs in school and the wider community. Organise a visit to the police station etc.</p>	<p>Use different foods to make pictures with, for example printing with vegetables.</p> <p>Use the seeds from the foods that were used to print with, to plant, experiencing the soil, water and then observing the plant growth.</p> <p>Make sound bottles to represent different weather sounds.</p> <p>Feel clothing made from different materials, pour water over different fabrics and feel what happens.</p> <p>Use songs that relate to the weather or transport to reinforce the different types of weather and of transport types.</p>	<p>Use different fruits to match colours to.</p> <p>Position toys relating to transport in different places, can the children locate them by pointing or using their eyes.</p> <p>Use the guttering to roll cars and different types of vehicles down them, can the children push the vehicle down, can they observe the movement.</p> <p>Use pictures of different types of clothing encourage the children to make a pattern using these pictures.</p> <p>Use inset boards of transport and fruit encourage the children to match picture to picture.</p>
	<p><b>Learning Intentions (Intent, assessed through MAPP)</b></p> <p>Children will have their own individual Learning intentions written by their Multi-professional team.</p>	<p><b>Learning Intentions (Intent, assessed through MAPP)</b></p> <p>Children will have their own individual Learning intentions written by their Multi-professional team.</p>	<p><b>Learning Intentions (Intent, assessed through MAPP)</b></p> <p>Children will have their own individual Learning intentions written by their Multi-professional team.</p>	<p><b>Learning Intentions (Intent, assessed through MAPP)</b></p> <p>Children will have their own individual Learning intentions written by their Multi-professional team.</p>

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	Communication and Language	PSHE	Physical Development	Understanding Of the world	Literacy	Maths	Expressive Arts and Design
<b>Step 1</b>	<p>Children listen to stories from different countries. Children learn rhymes about the world around them, such as Old Macdonald, Row Row your boat. Children work together to make up a story about visiting their favourite place for example I went to the park..... Make a list of instructions about what to do when the visit their favourite place, what do they need to take with them etc. Look for print in the environment, point these words out and encourage the children to read them. Read the children different traditional tales from around the world, use puppets and bag books when telling these stories. Make cut out characters to enable children to retell the story.</p>	<p>Look at pictures, models, wooden toys of different people, get the children to identify similarities and differences. Use dressing up and costumes to help children understand the different jobs people do. Use social stories to explain to children what happens if they are ill, who helps them and what might happen.</p>	<p>Children visit play parks and use different equipment becoming more confident moving around a space. Plan an assault course for the play park in school, get the children to complete the course, use picture prompts. Visit different places locally, make pictures to show how they could be active in these areas.</p>	<p>Look at pictures of the local environment, can the children name things in the picture, visit these places and take pictures. Go for a walk locally and see what animals they see, make a picture of the animals that live in their local area. When out for a walk look at the different types of plants that are growing, if appropriate pick some of these and bring them back to school to press, paint picture of the different plants that they have found. Get the children to bring in pictures of their families, compare these to pictures of other families are they the same or different. Find out from families what traditions they have, make a picture of a favourite family tradition.</p>	<p>Go on a class walk and pick out print in the environment. Use books about different countries to stimulate the writing of simple sentences. Get the children to write a simple sentence about the weather for a day. Use models of houses and get the children to label parts of the house, such as the roof etc. Work as a group and make a story about a walk they have been on. Make a poster to tell people what they can do in their local area.</p>	<p>Get the children to match pictures of vehicles to the vehicle. Get the children to make a model of their home using different 3D shapes. Get children to use different vehicle pictures and use them to make a pattern, repeat this with other pictures such as houses. Use fruit and vegetables to learn about what a half is and how we can share between two people.</p>	<p>Paint a picture of themselves playing in the park. Make a collage of their local area, include things like the sea and rivers. Sing songs with the children that describe the world they live in. Create some dance moves for different songs from different countries. Use junk materials to make models of their homes. Use the halved fruit and vegetables to print with. Use lego or construction materials to create vehicles.</p>
	<p><b>Learning Intentions (Intent, assessed using 'I Can' statements)</b> Children can read some common irregular words in the environment. Children can develop a narrative with support. <b>Children can listen to a story and respond with relevant comments.</b> <b>Children can follow instructions involving several ideas.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can identify simple differences and similarities between people. Children can identify jobs that people do.</p>	<p><b>Learning Intentions (Intent, using 'I can' statements)</b> Children can name different equipment that they see when out in the community. <b>Children can show good control and co-ordination in</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can say that families are different. Children will know that families have different traditions and celebrations. <b>Children can talk about or show recognition of different local features.</b> <b>Children can make observations of animals when out in their local area.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can read some common irregular words. Children can write a simple sentence which they can read. Children can spell some words correctly and other words are phonetically plausible.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can describe a shape. Children can recognise and create a pattern. Children can solve a problem relating to sharing and halving.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can sing songs and experiment with ways of changing them. <b>Children safely use and explore a variety of materials and tools and techniques.</b></p>

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		Children can show or explain who would help them if they are ill.	large and small movements. Children move confidentially in range of ways.	Children can make observations of different plants when out in their local area.	Children can use their skills of reading and writing in different situations.	Children can match an object to a picture of it. Children can use the skill of problem solving in different situations.	
	<b>PSHE</b>	<b>Physical Development</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Creative Arts</b>		
<b>Formal Step 2</b>	Plan events relating to Pride week in June, to celebrate Equality. Look at pictures and figures of people and discuss the similarities and differences. List the jobs that they know that people do in their community, match the pictures of people to the job that they do. Ask about a time they have been ill or hurt, what happens and who cares for them, ask Heather to visit class and talk about what would happen if they needed to go into Hospital.	Create simple assault courses inside and outside using benches etc, support the children to move confidently over the apparatus, this could also be tried blindfolded. Create different dances that reflect different traditions and cultures from around the world. Discuss different team games that are played in different countries, introduce a game played in this country, such as cricket, children learn to play the game.	Children listen to poems about the world, they work as a group to write a class poem. Children listen to stories about travelling, they plan what they would take in their suitcase if they were to travel to another country. Use a class reader such as Around the World in 80 days. Children to write a short paragraph about their town, what does it look like what do they like about etc Children to write a postcard to a friend about their favourite place locally to spend the day. Children write to a parent or person they know to ask about the job they do.	Use 2D shapes to create a picture of their home. Use 3D shapes to construct a model of their home. When out for walks look for numbers in the environment, on road signs numberplates etc. Use tally marks to record what they see when they go for a walk, then use this information to create simple pictogram.	Learn the song 'What a wonderful world' by Louis Armstrong, use instruments to accompany this song. Create a dance that reflects the things that are positive in the world around us, like the sunshine, plants growing and more. Recreate some of Lowry's pictures using different medium's. Create a drama reflecting jobs that people do, role play being a gardener, fisher person etc. Draw pictures of animals and plants that they have seen in their local environment. Use clay to produce a model of their home. Use art straws to create a picture of their home.		
	<b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children know that people have different ideas about how they want to live their lives, that there are	<b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can name different team sports. Children understand the rules of a team sport and	Assessed using the B-Squared document	Assessed using the B-Squared document	<b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children are aware of the work of Lowry and use painting and drawing to recreate his pictures.		

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	<p>different types of families. Children know that there are similarities and differences between people. Children can identify different jobs and who does these. Children can use their discussion skills when speaking about peoples ethnicity, culture and religious identity.</p>	<p>what skills they need to take part in these. Children can perform dances using simple movement patterns. Children can participate in a team game. Children can use basic movements including running and jumping.</p>			<p>Children draw and paint to share their experiences of the world they live in. Children can use a range of materials creatively to design and make products. Children can use their voices expressively by singing songs. Children play an untuned instrument musically. Children can take part in a drama session with some confidence.</p>
<b>Theme</b> <b>The World I live in</b>					
	<b>Design and Technology</b>	<b>Humanities</b>	<b>Science</b>	<b>Computing/E Safety</b>	<b>RE/SMSC</b>
<b>Formal Step 2</b>	<p>Get the children to design a model of a house from the past and a modern day home. Children use different materials to construct a model of a play park, for example art straws or lego could be used. Plan and design a coat to be worn in winter, make a cardboard template of what this would like. Design and make a model of a vehicle that you could use to get from one place to another using junk or other modelling ideas. Discuss the different ways that you could cross a river, go and look at bridges that are local to the school, complete and design and make task which could be a bridge but may be other ideas for getting across a river.</p>	<p>Children to look at a globe, discussing the fact that the world is spherical, children can make a Papier Mache Globe using a balloon and can draw and locate the world's seven continents. Children use atlases and globes to find where they live in the world, find their country, town and street. (using different types of maps) Children look at a picture of Britain and label a river, sea, hill and mountain, visit different physical areas such as the coast locally. Map a journey from their home to school, create a simple map with symbols. Show the children pictures of different houses, past and present how have these changed over time. Visit the Lowry trail, look at the different information boards to develop understanding of how he has contributed to national achievements, get the children to make a fact file of his live.</p>	<p>Go for a walk locally and look at the different habitats, look for things that are living, once lived and have never lived. (Collins Snap Science Year 2 What is your Habitat) Explain to the children what a food chain is, read them the Gruffalo, use the mouse as the stimulus to the discussion (Collins Snap Science year 2 What is your habitat?) Go for a walk in the local area and note the plants that you see, make simple map of where they have seen different plants. Use bulbs and seeds, plant these and observe plant growth, discuss what is needed to grow an healthy plant.</p>	<p>Children use BeeBots, they program them to move around a simple map e.g map of different countries Set challenges for the BeeBots can they make them move from one location to another, can the children repeat the commands? Make a sound book of the local area. Make a poster to explain how to stay safe online.</p>	<p>Discuss how people have different beliefs, get the children to list any that they know and then to make a mind map of different beliefs. Make a list of different festivals and where these are held and what happens during each festival pick a festival that happens in the summer and make a fact file about it. Make a list of how we can insure that people from different faiths could feel valued in our school. Work together to find ways to vote for things that are important to them in our school.</p>
	Learning Intentions (Intent, assessed using 'I can' statements)	Learning Intentions (Intent, assessed using 'I can' statements)	Learning Intentions (Intent, assessed	Learning Intentions	Learning Intentions

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	<p>Children can design and make a purposeful and functional product.</p> <p>Children can make a product that is appealing to them and others.</p> <p>Children can use plans and templates to show what their design would look like.</p> <p>Children will use their discussion skills to explain their designs to others.</p>	<p>Children can use a globe to identify the seven continents.</p> <p>Children can use an atlas to locate their country.</p> <p>Children can identify a person who has contributed to national achievements.</p> <p>Children can use basic geographical vocabulary to refer to key physical features.</p> <p>Children use the skills of research to find out about people who have impacted on national history.</p> <p>Children use the skill of interpretation from a range of different sources such as maps and globes.</p>	<p>using 'I can' statements)</p> <p>Children can explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Children identify and name a variety of plants and animals in their habitats.</p> <p>Children understand that there are food chains.</p> <p>Children can identify and name a variety of common wild and garden plants.</p> <p>Children should use the skill of recording to present their findings.</p>	<p>(Intent, assessed using 'I can' statements)</p> <p>Children understand that algorithms need to be precise.</p> <p>Children can create and refine programs on their own.</p> <p>Children can use a word processing package.</p> <p>Children can explain how to keep personal information safe.</p>	<p>(Intent, assessed using 'I can' statements)</p> <p>Children can recall and name different beliefs and festivals.</p> <p>Children can name a festival and the main elements of this.</p> <p>Children can discuss how we can be democratic in our decision making.</p>
<p><b>Theme</b> The World I live in</p>					
	<p><b>PHSE/Citizenship (Development)</b></p>	<p><b>Physical Development</b></p>	<p><b>Literacy</b></p>	<p><b>Mathematics</b></p>	<p><b>Creative Arts</b></p>
<p><b>Formal Step 3</b></p>	<p>Discuss the reason that we celebrate 'Pride' week, plan for an event to reflect this event in school, make posters and a leaflet explaining 'Pride' week. Discuss that people have different ethnicity, culture and religious identity, do a class poll of how they see themselves under these headings.</p> <p>List the jobs that people do in school, how would the children approach different people to get help with specific task make a poster saying 'If you need help you can...'</p> <p>Show the children a selection of lotions, creams, tablets and medicines as well as dangerous substances, use cards to say whether they are safe or not. Use a picture of a human to show where certain substances can be used.</p>	<p>Visit different parks, locations around the school where children can develop their flexibility and strength, using parks for exercise, walking on beaches for stamina.</p> <p>Develop a dance that reflects the culture and traditions of their local area or their family, using a range of movement patterns.</p> <p>Take part in a treasure hunt, this could be set up at a local beach or woodland area that challenges them as individuals and has a team.</p> <p>Use apparatus in school to create an obstacle course that the children can use to develop their control and balance.</p>	<p>Read different stories relating to our world, such as 'Around the World in 80 days' get the children to write a book review.</p> <p>Use the Lowry pictures as stimuli and ask the children to write an imaginative story about a character in the story.</p> <p>Write a poem about the local area, or the wider world, use pictures to stimulate vocabulary development before writing the poem.</p>	<p>Use different 3D shapes to construct a model of their home, get the children to describe them.</p> <p>Find the number of horizontal and vertical lines on a building when out in the local community.</p> <p>Use 2D shapes to create pictures of house, note how many right angles are in each shape.</p>	<p>Use a sketch book to record observation on a visit around the local area.</p> <p>Draw pictures of their homes, use different techniques and a range of materials.</p> <p>Learn about the life of Lowry, what his style was and recreate one of his pictures.</p> <p>Use clay to create a sculpture of an animal they have seen in the habitats that they have visit.</p>

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	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b></p> <p>Children can identify that people have similarities and differences in their gender and sexual identities.          Children can identify differences in terms of ethnicity, culture and religious identity.          Children can identify when they might need help in school and who would give this help.          Children can identify how and where to use different medications and how to do this safely.          Children can use the skill of explanation when discussing the issues that have been taught.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b></p> <p>Children can identify different dance moves.          Children can name the activities that can be carried out outside and how these activities can be carried out.          Children can take part in outdoor activities that challenge them both individually and within a team.          Children can perform a dance using a range of movement patterns.</p>	<p>Assessed using B-Squared</p>	<p>Assessed using B-Squared</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b></p> <p>Children know some facts about the life of LS Lowry.          Children can use a sketch book to record their observations.          Children will be able to use different techniques to make pictures of their homes.</p>
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Theme The World I live in						
	Design & Technology	Humanities	Languages	Science	Computing/E Safety	RE/SMSC
<p><b>Formal Step 3</b></p>	<p>Research how vehicles move, design and make a model that have wheels that turn, draw an annotated sketch to show what their vehicle will look like. Design a dream home, create a floor plan of what they house would look like. Research what might enhance a garden and provide further habitat for animal, design equipment that could help animals within the garden, for example a bird box. Create this from their chosen materials.</p>	<p>Children use an atlas to find the different countries that make up the UK. Use an atlas and maps for the children to find the main cities in Britain, get them to put these on their own map. Make a map of their own local area, get them to use a key to show the different types of land use. Go on a visit to Holy Island, discuss its history and how the Vikings influenced the area, create a timeline of events showing the history of the Island. Visit sites around Berwick learning about how the town has changed hands from English to Scottish and how this has influenced the area, walking the walls etc</p>	<p>Learn a song in French. Use the French words for different geographical features that we find locally, such as beach etc. Listen to a French recording of lines from a favorite story.</p>	<p>Children go for a walk and find different plants, if appropriate pick some flower heads to look at when they return to school. Create a simple diagram of the flower head, labelling the different parts. Makes simple map of the location of different flowering plants. Plant seeds and investigate what they need to grow, make a growth chart and draw the plant at different stages of growth.</p>	<p>Work with the program 'Scratch' to complete a repeating sequence. Look at different sources of information and discuss how true or untrue they may be. Work with children on understanding how to safely send an email. Use technology to find information about the wider world.</p>	<p>Get the children to make a fact file of a religion of their choosing, ensure that they list the key teachings, festivals, figures and books. Paint a picture that represents a figure from a world religions. Discuss the differences between festivals from around the world. Look at how religion has impacted on the local area and influenced cultural, for example Holy Island.</p>
	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children can name a wide range of tools and know what they used for. Children can use research to develop an idea. Children can select from and use a wide range of tools and equipment to make their products. Children can investigate and analyse a range of existing products.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children can locate and name the main cities in the United Kingdom. Children know the correct terms to describe aspects of human geography. Children can name some key events that occurred in history after 1066. Children can name the four countries in Britain. Children can describe and understand the key aspects of human geography such as land use. Children can use a map to find the four countries that make up Britain.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children can appreciate songs sung in French. Children can appreciate poems in French. Children know enough French words to be able to understand a</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children can identify and describe the functions of different parts of a flowering plant. Children can name what a plant requires for life and growth. Children will use relevant questions and use scientific enquiries to answer them.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children know what an algorithm is. Children can name the different uses of the internet. Children can use more complex algorithms.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children know that there have been different influences on the cultural diversity of our local area. Children can describe the key teachings and beliefs of a</p>

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			simple French song or poem.	Children will use systematic and careful observations of plants when discovering their features.	Children can be discerning in evaluating digital content. Children can use the internet safely.	religion, they can compare the main festivals of world religions.
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	<b>Employment</b>	<b>Independent Living</b>	<b>Community Inclusion</b>	<b>Health</b>
<b>Step 4</b>	<p>Develop maths and English skills through the Business and Enterprise activities in class, use these skills within their learning for ASDAN English and Maths.</p> <p>Develop skills audit with the children, visit places of employment for them to learn about the skills they will need to be employed, this will be with local companies.</p> <p>Take on roles and responsibilities in school to develop employability skills.</p>	<p>Make posters to explain how to keep yourself safe in your home, think about danger points and highlight these.</p> <p>Visit different places locally that may be options for them when they leave school, organise a day when parents can come into school and see what options are available.</p> <p>Work both in school and in the community on the value of money and how to plan a simple budget. Look at different banking apps to help with this.</p>	<p>Support the children to find ways to volunteer help within the school setting.</p> <p>Plan a visit to a court room, watch a video of what a court hearing is like, ensure that this is an accurate representation, use news reports to find out about court cases. Get the children to make simple rules about how we should behave towards each other in an appropriate way.</p> <p>Make a leaflet that would inform a friend or family member how to get help if they had an emergency.</p>	<p>Children visit the sports centre and find out how they could exercise and stay healthy, make a fitness plan.</p> <p>Visit a doctors surgery and find out about who looks after them if they are unwell and how this changes when they reach a certain age.</p> <p>Watch a video about how to eat a healthy diet, plan different healthy meals, cook these and share them as a group.</p>
	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b></p> <p>Children will have the knowledge to achieve their accreditations in English and Maths.</p> <p>Children will know what skills they need to be successful in employment.</p> <p>Children will contribute positively to the life of the school and the wider community.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b></p> <p>Children begin to understand what options are available to them when they leave school.</p> <p>Children are able to say how they will keep themselves safe in their own home and any home that they move to.</p> <p>Children can with support use money when visiting the shops or other locations.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b></p> <p>Children know what a volunteer is and how they can volunteer their time in either the school or wider community. Children know that they can go for help and how to do this in an emergency.</p> <p>Children understand that there is a criminal justice system and what this means to them.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b></p> <p>Children know the importance of staying physically active and how they can plan for this themselves.</p> <p>Children know what age they are when they become an adult and who will then support them with their health care.</p> <p>Children can list healthy and unhealthy foods and can make a simple healthy meal.</p> <p>Children can discuss the feelings that they have associated with reaching adulthood.</p>

**Additional ideas for class group**



**Core vocabulary English**

**Key stage 1**

Build, busy, business, guide, history, island, library, material, natural, fruit, potatoes, earth, calendar

**Key stage 2**

Accommodate, attached, average, category, cemetery, develop, environment, government, leisure, occupy, parliament, restaurant, variety, vehicle, yacht

**Key vocabulary Science**

Plant names, wild and garden e.g rose, clover, vegetables, trees, fruits

Plant structure, leaves, flowers, blossom, petals, fruit, roots, seed, trunk, branches, stem

Dead/alive e.g habitat, micro-habitat