

<p>Topic Name – Scented Garden</p> <p>Disposition Developing Creativity: Being Imaginative and Explorative.</p> 	<p>Year Group – Year 2 Summer 1</p> <p>Topic Purpose Question – Do all plants grow in the same way and do they need the same things to survive?</p>	<p>Curriculum Coverage: Science</p> <p>Topic Purpose – to look more closely at nature and encourage each child to be curious and ask questions. To be able to observe plant growth and be introduced to the requirements of plants for germination, growth and survival.</p>	<p>Class Novel: The Penderwicks</p> <p>Purpose- Topic specific vocabulary and setting as well as being set in a different country to explore language and dialect differences.</p>
<p>Links to previous topics.</p> <p>Year 1 Enchanted Woodlands</p> <p>Year 1 Rio De Vida</p> <p>Links to future topics.</p> <p>Year 3 Predators</p> <p>Year 5 Rainforest</p> <p>Year 5 Sow, Grow and Farm</p>	<p>Science</p> <p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Activity: Planting sunflowers. Observe and describe how seeds and bulbs change over time as they grow into mature plants.</p> <p>Purpose Question: What is the life cycle of a plant?</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Activities: How do plants and flowers transport water – use rainbow flower experiment to show.</p> <p>Grow a windowsill garden using food scraps such as carrot tops and shrivelled potatoes. Observe how these scraps grow roots and shoots to form a new plant. Talk about what plants need in order to grow well (such as light and water) and set up a control to see what happens to scraps which don't get these essentials. Describe and record observations.</p> <p>Purpose Question: What do plants need to grow?</p> <p>Working scientifically – Identifying and Classifying</p> <p>Activity: Naming plant parts – revisit the work from Year 1</p> <p>Activity: Cacti Characteristics.</p>	<p>Geography</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Activity: Rainforest flora – Find out about plants and flowers that grow in a non-European location, such as the Brazilian rainforest. Use books, video and pictures to gather information about different types of plants and flowers, including how the climate affects how and where plants grow.</p> <p>Purpose Question: How do plants grow in different parts of the world?</p>	
<p>Engage Stage/Memorable Experience</p> <p>In school workshop – Ask a florist to come into school and share his/her experiences and to talk about how plants from.</p>	<p>Science</p> <p>Animals including Humans</p> <p>Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p> <p>Love to Investigate Purpose Question: Why should I exercise?</p> <p>Key Vocabulary: leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem, survival, water, air, food, exercise, hygiene, seeds, bulbs, water, light, temperature, growth, living, dead, woodland, pond, desert.</p>	<p>Key Vocabulary: Continent, Ocean, Climate., Equator, Human feature, Physical feature.</p>	
<p>Art</p> <p>Drawing</p> <p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>Activity: Detailed observational drawing of a scented flower using hand lenses to look closely at colours, shapes and patterns – exploring the work of Georgia O'Keefe.</p> <p>Key Vocabulary: Think, thin, soft, broad, narrow, fine, pattern, line, shape, detail, shade, smudge, blend, charcoal, coloured pencils, drawing pencils, felt tip pens, markers.</p>	<p>PE</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Activities: Health and Exercise</p> <p>Aim to ensure that all pupils lead healthy, active lives.</p> <p>Activities: Games – strike and field focus.</p>	<p>Writing focus connected to topic</p> <p>Non-chronological reports – fantasy plant (2 weeks)</p> <p>Character description – Peter Rabbit (2 weeks)</p>	
<p>Computing</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Activities – See computing planning.</p> <p>Key Vocabulary: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink, undo, redo, text, image, size,</p>	<p>PSHE</p> <p>Relationships</p> <p>Friends and Conflict</p> <p>Trust and Appreciation</p> <p>Keeping Safe</p>	<p>RE</p> <p>Theme: Community and Belonging</p> <p>Key Question: Does going to a mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p> <p>Disposition: Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment</p>	<p>Extended/linked reading</p>