


<p><b>Topic Name – Minibeasts</b>  <b>Disposition Developing Compassion:</b> Caring for Others, Animals and the Environment.</p> 	<p><b>Year Group - Year 2 Autumn 1</b>  <b>Topic Purpose Question – Why do we need to protect minibeasts?</b></p>	<p><b>Curriculum Coverage: Science</b>  <b>Topic Purpose –</b> Introduce the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. Raise and answer questions about the local environment that help them to identify and study a variety of animals within their habitat and observe how living things depend on each other.</p>	<p><b>Class Novel: Harry the Poisonous Centipede.</b>  <b>Purpose-</b> Topic specific vocabulary as well as using scientific terms within the novel.</p>
<p><b><u>Links to previous topics.</u></b>  Year 1 – Woodlands</p> <p><b><u>Links to future topics.</u></b>  Year 3 – Predators of the World  Year 6 – Evolution</p>	<p><b><u>Science</u></b>  <b>Animals including Humans</b>  Notice that animals, including humans, have offspring which grow into adults.  Activities: The life cycle of a honey bee – diagram with language.</p> <p>Whose baby – match pictures of the adult with their off spring.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Activities: Think about the creatures that they have seen and explain what they think minibeasts need to survive. Complete a table or annotate pictures of the minibeasts with information under the following headings: <b>What do I eat and drink? How do I breathe? What do I live in or under? How do I protect myself?</b></p> <p>Why do bees make honey? – Look at video footage of bees making honey. Draw and label a diagram of the process using captions to explain each stage.  <b>Purpose Question: Why are bee’s important to the life cycle of plant?</b></p> <p><b>Living things and their habitats.</b>  Identify and name a variety of plants and animals in their habitats, including microhabitats.  Activity: Go on a minbeast hunt, shake trees and find out where different minibeasts live.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  Activity: Creating a habitat – create a minibeast home to enable to keep, observe and care for a range of minibeasts.</p> <p>Compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in the woodlands, in the ocean, in the rainforest.  <b>Purpose Question: Why do different animals thrive in different habitats?</b></p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.  Activity: Where do butterflies come in the food chain. Identify and name the difference sources of food by adding this information to a food chain diagram.</p> <p>Key Vocabulary: back, beak, fruit, survival, water, air, food, adult, baby, offspring, kitten, calf, puppy, exercise, hygiene, growth, living, dead, habitat, micro-habitat, energy, food chain, predator, prey, woodland, pond, desert.</p>		
<p><b><u>Engage Stage/Memorable Experience</u></b></p> <p><b>RaptorXotics</b> – minibeast talk – observe, hold different types of minibeasts.</p> <p>Go on a minibeast hunt around the playground.</p> <p><b>Purpose questions:</b> Why do the minbeasts live here? How do they live in this habitat? What characteristics do they have in common? How are they different?</p> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> <li>Recognise common uses of information technology beyond school.</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul> <p><b>Activities:</b> See computing planning.  Key Vocabulary: move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present. commands, add sound.</p>	<p><b><u>DT</u></b>  <b>Evaluate</b>  Explore and evaluate a range of existing products.  Activity: Exploring honey – observe, smell, taste honeycomb.  <b>Cooking and Nutrition</b>  Understand where food comes from.  Activity: Exploring honey – observe, smell, taste honeycomb.  Key Vocabulary: sensory vocabulary e.g., soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing.  <b>Purpose Question: Why is making honey important to different part of natural life?</b></p>	<p><b><u>PE</u></b>  Games (Hit, Catch and Run)  To develop hitting skills with a variety of bats.  Practice feeding/bowling skills.  Hit and run to score points in games.</p> <p>Dance (Haka) – PPA  To be able to dance with a 4/8 beat count. Start to describe the Haka.  Begin to perform in a group.</p>	<p><b><u>Music</u></b>  PPA – see separate planning.</p>
<p><b><u>Extended/linked reading</u></b></p>	<p><b><u>PSHE</u></b>  <b>Being Me in My World</b>  Hopes and Fears for the Year  Rights and Responsibilities  Rewards and Consequences  Building the school vision statement  Black History Month</p>	<p><b><u>RE</u></b>  Theme: What did Jesus teach?  Key Question: Is it possible to be kind to everyone all of the time?  Religion: Christianity  Disposition:  Being fair and just</p>	<p><b><u>Writing focus connected to topic</u></b>  See Year 23-24 writing map.</p> 