


<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 and how can we 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>Links to previous topics.</b>  Year 1 – Woodlands</p> <p><b>Links to future topics.</b>  Year 3 – Predators of the World  Year 6 – Evolution</p>	<p><b>Science</b>  <b>Animals including Humans</b>  Pupils should be introduced to the basic needs of animals for survival. They should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help children recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken (link back to EYFS); caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.  Pupils might work scientifically by: observing through video or first-hand observation and measurement how different animals, including humans, grow; asking questions about what things animals need for survival; and suggesting ways to find answers to their questions.</p>		
<p><b>Engage Stage/Memorable Experience</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 minibeasts live here? How do they live in this habitat? What characteristics do they have in common? How are they different?</p>	<p><b>Notice that animals, including humans, have offspring which grow into adults.</b>  Activities: The life cycle of a butterfly/bee – diagram with language.</p> <p>Whose baby – match pictures of the adult with their off spring.</p> <p><b>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</b>  Activities: Think about creatures and explain what they think that creature (minibeast) need to survive. Complete a table or annotate pictures of the minibeasts/animal with information under the following headings: <b>What do they eat and drink? How do they breathe? What do they live in or under? How do they protect themselves?</b></p>		
<p><b>Computing</b>  <b>Computing systems and networks – IT around us.</b></p> <p>To describe some uses of computers  To describe some uses of computers  To identify information technology beyond school  To show how to use information technology safely</p> <p><b>Key Vocabulary:</b> Information technology (IT), computer, barcode, scanner/scan</p>	<p><b>Living things and their habitats.</b>  Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms ‘habitat’ (a natural environment or home of a variety of plants and animals) and ‘micro-habitat’ (a very small habitat, for woodlice under stones, logs or leaf litter, for example). They should 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, for example plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example on the seashore, in woodland, in the ocean, in the rainforest).  Pupils might work scientifically by: They could construct a simple food chain that includes human (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.</p> <p><b>Identify and name a variety of plants and animals in their habitats, including microhabitats.</b>  Activity: Go on a minibeast hunt, shake trees and find out where different minibeasts live.</p> <p><b>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.</b>  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:</b> Why do different animals thrive in different habitats?</p> <p><b>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.</b>  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><b>Key Vocabulary:</b> food, air, water, adult, baby, offspring, exercise, hygiene, habitat, micro-habitat, food chain, woodland, pond, desert</p>		
<p><b>Art</b>  <b>Painting - Printing</b>  To use drawing, painting and sculpture to develop and share their ideas, experience and imagination.  Activity: Investigate the patterns of honeycomb. Investigate different ways of printing - block printing and stencilling. Think about different ways of printing – which would be the best way to create a honeycomb print? Look at the how patterns can be used to design wall paper – Hive Wall Paper.</p> <p><b>Key Vocabulary:</b> Print, image, reverse, shapes, surface, decoration, block, stencilling.</p>	<p><b>PE</b>  <b>Games (Hit, Catch and Run) – Sport Coach Led</b>  To develop hitting skills with a variety of bats.  Practice feeding/bowling skills.  Hit and run to score points in games.  <b>Key Vocabulary:</b> hit, catch, run, wickets, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, posts, stumps</p> <p><b>Dance – Teacher Led</b>  Unit 1 – PE Hub Planning</p>	<p><b>Music</b>  <b>Delivered through Junior Jam</b>  Classjam  Lite Level 1  See separate planning</p> <p><b>Oracy</b>  <b>Instigate - Starts the discussion or moves it onto a new point.</b></p> <ul style="list-style-type: none"> <li>• I think...</li> <li>• I believe.</li> <li>• I would like to start by saying...</li> </ul>	
<p><b>Geography</b></p> <p><b>Map Skills</b>  <b>An introduction to maps</b>  In this lesson pupils learn that maps and plans are representations of space in two dimensions and flat images. The main activity involves pupils creating a plan of their classroom, thinking about the relative position of different objects in the room, and representing 3-D space in a 2-D diagram.</p> <p><b>The School Grounds</b>  It extends the idea of the map beyond the classroom to the whole school grounds. Pupils select locations to photograph within the school grounds and then position these locations on a map of the school. They also use compass points to give directions to each place and create a map of the school.</p>	<p><b>PSHE</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  Meet My Brain</p>	<p><b>RE</b>  Theme: What did Jesus teach?  <b>Key Question: Is it possible to be kind to everyone all of the time?</b>  Religion: Christianity  Disposition:  Being fair and just</p>	<p><b>Build - Adds to or builds on an idea.</b></p> <ul style="list-style-type: none"> <li>• I agree and would like to add...</li> <li>• Building onto what ___ said...</li> </ul> <p><b>Challenge – disagree or present an alternative argument.</b></p> <ul style="list-style-type: none"> <li>• I don't think...</li> <li>• Have you thought about ____?</li> <li>• I disagree with...</li> </ul>



