
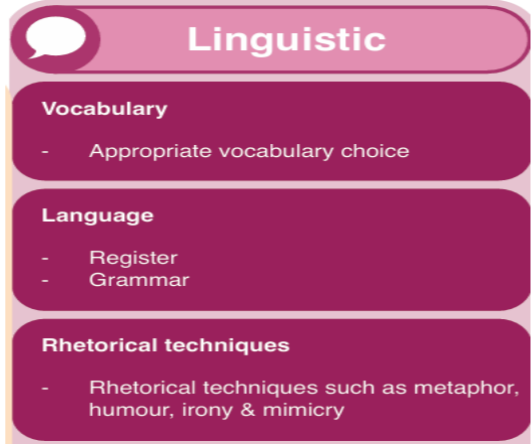


<p>Topic Name – Global Gardens Disposition Developing Creativity: Being Imaginative and Explorative.</p> 	<p>Year Group - Year 2 Summer 1 Purpose Question – Do all plants grow in the same way and do they need the same things to survive?</p>	<p>Curriculum Coverage: Science Purpose – to look more closely 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 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. EYFS Ready, Steady, Grow Year 1 Woodlands Year 2 Minibeasts</p> <p>Links to future topics. Year 3 Predators of the World Year 5 Amazon Rainforest Year 5 Sow, Grow and Farm</p>	<p>Science Plants Pupils should use their local environment to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.</p> <p>The pupils should be introduced to the idea that seeds and bulbs need water to grow but most do not need light, seeds and bulbs have a store of food inside them.</p> <p>Pupils might work scientifically by observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed to bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p> <p>Observe and describe how seeds and bulbs grow into mature plants. Activity: Planting sunflowers. Observe and describe how seeds and bulbs change over time as they grow into mature plants. 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. 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. Purpose Question: What do plants need to grow?</p> <p>Working scientifically – Identifying and Classifying Activity: Naming plant parts – revisit the work from Year 1 Activity: Cacti Characteristics.</p> <p>Animals including Humans Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. Love to Investigate Purpose Question: Why should I exercise?</p> <p>Key Vocabulary: survival, water, light, air, temperature, growth, exercise, hygiene, food.</p>		<p>Geography 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. 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. Purpose Question: Why do plants grow in different parts of the world? Does the climate have an effect on this?</p> <p>Key Vocabulary: climate, equator, soil.</p>
<p>Engage Stage/Memorable Experience</p> <p>Trip: To Botanical Gardens where the children will experience different plants in different climates. The children will also take part in a workshop about the requirements of plants of germination, growth and survival.</p>	<p>PSHE Relationships Friends and Conflict Trust and Appreciation Keeping Safe</p>		<p>PE Games (Send and Return Unit 2) PE Hub Planning – Teacher Led Feed a ball to a partner with more consistency. Send a ball to different parts of the court. To throw and catch in a seated position. Accurately serve a ball to different parts of a court. Understand how to use overarm attacking shot in a game. To manage what we should be doing in a competition Key Vocabulary: Front, back, tactics, compete, score, wide, deep, rotate, point.</p> <p>Games (Hit, Catch, Run Unit 2) Sport Coach Led – PPA To time our run around the bases to stay safe. To strike the ball accurately into space by choosing where and how to hit it. To bowl the ball so it bounces in front of the batter. About the role of the wicketkeeper. To develop fielding skills by reacting quickly to different types of balls To bowl underarm in a game with accuracy.</p> <p>Key Vocabulary: Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role.</p>
<p>Art Drawing Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. 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. Key Vocabulary: shade, smudge, blend, size, still life, natural, hatching.</p>	<p>Music Taught through Junior Jam Singing Lite level 2</p> <p>Oracy Continue to use the sentences stems for instigate, build and challenge.</p> 	<p>Computing Creating media – Digital music</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>To experiment with musical patterns on a computer. To experiment with different sounds on a computer. To use a computer to create a musical pattern. To use a computer to compose a rhythm and a melody on a given theme. To use a computer to play the same music in different ways (e.g. tempo). To evaluate a musical composition created on a computer. To improve a musical composition created on a computer.</p> <p>Key Vocabulary: Music, pattern, rhythm, pulse, pitch, tempo, notes, instrument, create, beat, open, edit</p>	<p>RE 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>Key Vocabulary: Minaret, Mihrab, Qiblah, Minbar, Imam, community</p>

