

## Unit planner: Who were the owl and the pussycat?

Year 2    1 Week

<b>Lead Subjects: Science, Literacy</b>		<b>Starter: Pupils to listen to poem then make own boats / write own song</b>	
		<b>Outcome: Pupils to write, recite and record own poems (uploaded to website?)</b>	
<p><u>National curriculum subject</u></p> <p><b>Science</b> Pupils should be taught to: Identify and compare the suitability of a variety of everyday materials for particular uses- boat. Test material to see what happens to them if they are squashed, bent, twisted and stretched. Identify that most living things live in habitats to which they are suited and name the animal and its habitat. Describe how different habitats provide for the basic needs of different kinds of animals and plants. Work scientifically.</p> <p><b>Geography</b> Pupils should be taught to: Name and locate the continents and oceans. Use basic geographical language - beach, cliff, forest, mountain etc. Use world maps, globes and atlases. Use simple compass directions-North, South, East and West.</p> <p><b>Writing</b> Pupils should be taught to: Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. Write poetry to develop positive attitudes towards stamina for writing. Write down ideas and/or key words including new vocabulary. Spell correctly words from the year 2 spelling list. Write in a clear legible handwriting, in cursive script if able. Use the correct grammar and punctuation, for year 2 expectations, in their writing. Make simple additions, revisions and corrections to their own work using a purple polishing pen. Use peer and self-reflection to make additions, revisions and corrections. Read aloud what they have written using the appropriate intonation</p> <p><b>ICT</b> Pupils should be taught to: Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology purposefully to create digital content comparing the benefits of different programs. Use technology safely and keep personal information private.</p>		<p><b>Objective: What can we learn from The Owl and the Pussycat?</b></p> <ul style="list-style-type: none"> <li>• What material would be best to make a boat? Science - Materials</li> <li>• Can you make design and build a boat/island ?</li> <li>• What song did he sing (words or tune)?</li> </ul> <p>Can we guess where they went? Where did they go, look at different habitats? Science- Habitats Can we use geographical vocab from NCurriculum? Can we navigate using a map and compass? How does the owl show he cares? How do we show that we care? Recreate the story but with themselves and another (mum) - How do we show then that we care?</p>	
		<p><b>Objective: Can we retell the poem in our own words?</b></p> <ul style="list-style-type: none"> <li>• Can you retell in your own words?</li> <li>• Teach in narrative sense - different groups learn different verses</li> <li>• Can we perform and record our own poems? Bring together to record and upload to website</li> <li>• Can we label the pea green boat?</li> </ul>	
		<p><b>Objective: Do poems have to rhyme?</b></p> <ul style="list-style-type: none"> <li>• NO!! - read a range of poems, what's your response - what do you like / dislike?</li> <li>• Do you understand poetry? Comprehension of the piece.</li> <li>• Can we read other poems? Poems by A A Milne (Have a look at King's Breakfast / Disobedience). Pie Corbett poems.</li> <li>• What makes a friend Ashley Olsen? - email JP</li> </ul> <ul style="list-style-type: none"> <li>• Can we compare and contrast different poetry? Read 1 Milne, couple of modern, then a rhyming poem - compare and contrast. Look for Slide 3 in JP's powerpoint to give us the process for reading and understanding poetry.</li> </ul>	
<b>Text types:</b>		<b>Assessment Opportunities:</b>	
<ul style="list-style-type: none"> <li>• Poetry</li> </ul>		<ul style="list-style-type: none"> <li>• Entry and Exit Ticket on poetry</li> <li>• Polished Piece to be used as assessment piece.</li> <li>• Perform in KS1 assembly?</li> </ul>	
<b>Literature:</b>		<b>ICT:</b>	
<ul style="list-style-type: none"> <li>• The Owl and the Pussycat</li> </ul>		<ul style="list-style-type: none"> <li>• iPad to record recital</li> <li>• Seesaw</li> </ul>	
<b>Enrichment</b>			
Trips		School environment	