

Unit planner: Why is the sun so important? Year 2 7 Weeks

Lead Subjects:	Starter: Tell us everything you know about the sun KWL Outcome: Flower growing / Vegetable Country fair Competition		
<p><u>National curriculum subject: Science</u> <u>National curriculum subject</u> <u>Writing</u> Pupils should be taught to: Write for different purposes to develop positive attitudes toward and stamina for writing. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. 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><u>Science</u> Pupils should be taught to: Work scientifically using the year 2 focus. Gather and record data to help in answering questions. Describe how animals obtain their food from plants and other animals, using a simple food chain. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Art</u> Pupils should be taught to: Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><u>PSHE</u> Pupils should be taught to: Keep themselves safe and healthy - sun safety</p> <p><u>Computing</u> 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.</p>	Objective: What is the sun?		
	<ul style="list-style-type: none"> • Where is it? • How big is it? • How hot is it? 	<ul style="list-style-type: none"> • Can you make a sun safety poster? 	
	Objective: What does the sun do for us?		
	<ul style="list-style-type: none"> • What is Photosynthesis? • Where does our heat from? • Drawing around shadows and making comparisons (morning/afternoon)? 	<ul style="list-style-type: none"> • Where does our food come from? • Can you include the sun in a life-cycle? • Can you make your own sundial? 	
	Objective: What makes plants so special?		
	<ul style="list-style-type: none"> • Why are plants important? • What are the parts of a plant? • What do plants need to live? 	<ul style="list-style-type: none"> Can you plant your own seed? Can you write a set of instructions for planting a seed? Can you investigate where is best to grow a seed? 	
	Objective: Can we build our own suns?		
	<ul style="list-style-type: none"> • Can you use papier mache? 		
	Objective: Can we grow some flowers / Vegetables?		
	<ul style="list-style-type: none"> • Country Fair - Veg competition. • Growth of plants in different places? Measuring height 	<ul style="list-style-type: none"> • Can you make your own miniature garden? • Can you use vegetables to make a dish? • Can you write a set of instructions for your dish? 	
	Objective: Can you make your own picnic? Tie in with Bouncy Castle Day		
	<ul style="list-style-type: none"> • Cooking • Instructions / Recounts • Computing - Design invitation and invite favourite teachers. 		
	Objective: Can you go on a mini beast hunt in the school grounds?		
	<ul style="list-style-type: none"> • Which mini beasts like the summer? • Can you make your own mini beast guide? 	<ul style="list-style-type: none"> • Can you create a mini beast factfile? 	
Objective: Can we make paintings out of Fruit and Vegetables?			
<ul style="list-style-type: none"> • Who is Giuseppe Archiboldo? • Can you plan your own painting using fruit and veg? • Can you actually make your own painting with fruit and veg? 	<ul style="list-style-type: none"> • Can you make fridge magnet flowers / sun out of clay? • Can you design and make your own stain glass window? 		
Objective: Can you plant seeds and observe them grow into mature plants? (Science Unit)			
Objective: What does a plant need to grow successfully? investigation. (Science Unit)			
Pupil led learning:			
<ul style="list-style-type: none"> • KWL • Growing own Veg - Chn given freedom to choose when to water, weed, feed etc. 			
Reflection:			
What worked and what didn't when growing vegetables? How could we improve our miniature garden? Is my mini-beast guide comprehensive enough? Am I happy with my Archiboldo artwork?			
Text types:	Literature:	ICT:	Assessment Opportunities:
<ul style="list-style-type: none"> • Information Texts • Posters 	<ul style="list-style-type: none"> • Non-Chronological Reports • Instructions 	<ul style="list-style-type: none"> • Concept cartoons • BBC Bytesize 	<ul style="list-style-type: none"> • Ongoing. • KWL

<ul style="list-style-type: none"> • Concept Cartoons • Instructions • Science Investigation Write Up 		<ul style="list-style-type: none"> • Ipads • Pic Collage • Shadow Puppet • Seesaw 	<ul style="list-style-type: none"> • Oracy - present a talk on a chosen minibeast (link to homework) • Science Investigation
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Enrichment	Trips	School environment
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