

Unit Planner: What makes our planet extraordinary?

Year 2 - 7 Weeks

<p>Key Concepts: Heritage, Diversity, Friendship, Home, Belonging, Humanity, Empathy, Curiosity</p>	<p>Intent: To gain an increased understanding of the world that we live in focusing on the continent of Africa.</p>			
<p>National Curriculum Statements (Target Tracker)</p>	<p>Stater: Children receive a letter from Sunny the Meerkat.</p>			
<p>Pupils will be taught to – <u>RE</u> See SACRE document – unit 1 <u>Science</u> Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum. Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways. Perform simple comparative tests. Identify, group and classify. Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns. Gather and record data to help in answering questions including from secondary sources of information. Explore and compare the differences between things that are living, dead, and things that have never been alive. 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. Identify and name a variety of plants and animals in their habitats, including micro-habitats. <u>Art</u> Try out different activities and make sensible choices about what to do next. Select particular techniques to create a chosen product and develop some care and control over materials and their use. Give reasons for his/her preferences when looking at art/craft or design work. Experiment with tones using pencils, chalk or charcoal. Represent things observed, remembered or imagined using colour/tools in two and three dimensions. Experiment with basic tools on rigid and flexible materials. <u>DT</u> Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Choose appropriate tools, equipment, techniques and materials from a wide range. Safely measure, mark out, cut and shape materials and components using a range of tools. Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable <u>Computing</u> 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>Subject: Geography Can I name and locate the world's continents? Can I use an atlas to identify various countries in Africa? Can I use Geographical Language to describe Sunny's journeys? Can I name and describe differences between Africa and the UK?</p>	<p>Key Vocabulary: Continent, Africa, Europe, Asia, North America, South America, Antarctica, Australasia, North Pole, South Pole, North, East, South, West, Atlas, Climate, Land, Weather, Equator, Mountain, Valley, Hill</p>		
	<p>Subject: Art/DT/Food Technology Can I create an African Sunset? Can I make an African Animal? Can I make an African Weave? Can I design and make an African Instrument? Can I follow instructions to make an African Dish?</p>	<p>Artist, Weaving, Sketch, Landscape, Improve, Shades, Still Life, Silhouette, Stencil, Scale, Proportion, Types of Paint, Grate, Peel</p>		
	<p>Subject: Music Can I appraise a composer? Can I research African Instruments? Can I make my own African Instrument? Can I compose and play a piece of African Music? Can I evaluate our piece of African Music?</p>	<p>Composer, Appraise, Evaluate, Opinion, Instrument, Compose, Volume, Pitch, Pulse, Tempo, Rhythm</p>		
	<p>Subject: Science Can I sort things that are living/once alive/have never been alive? Can I check whether things that are living/once alive/have never been alive? Can I explore and compare the differences between things that are living/once alive/have never been alive? Can I understand what a habitat is? Can I compare different habitats? Can I select a suitable habitat for various animals?</p>	<p>Living, Dead, Never Alive, Characteristics, Movement, Breathe, Surroundings, React, Grow, Reproduce, Waste, Eat, Energy, Alive, Habitat, Microhabitat, Rainforest, Desert, Woodland, Pond, Ocean, Suitable</p>		
	<p>Subject: PSHE Can I create a set of classroom rules? Can I create a poster on British Values?</p>	<p>Rules, Respect, Right, Wrong, Law, Decision, Responsibility, Money, Jobs, Saving, Choice, Truth, Honesty, Dishonesty</p>		
	<p>Subject: RE Unit 1- Can we find the meaning of the symbols? Can I identify a range of religious symbols? Can I compare and contrast different religious symbols? Can I create my own religious symbol? Can I discuss the meaning of different religious symbols?</p>	<p>Kesh, Kanga, Kara, Kachera, Kirpan, cross, crescent moon, star, Aum, Sikh, Sikhism, religious, symbol, religion</p>		
	<p>Subject: Computing Can I create a poster for staying safe online? Can I use technology purposefully to create, organise, save, edit and open digital content? Can I use a variety of ICT sources for research? Can I use technology safely and keep personal information private? Can I create a new species of animal using Switch Zoo? Can I use technology purposefully to create digital content?</p>	<p>Information, Technology, Create, Digital, Content, Internet, E-Safety, Online, Apps, Programs, Predict, Devices, Algorithm, Save, Edit, Personal Information, Organise, Open, Comparison, Execute</p>		
	<p>Text types:</p> <ul style="list-style-type: none"> • Narrative • Instructions • Non Chronological Report 	<p>Literature:</p> <ul style="list-style-type: none"> • Lila and the Secret of Rain • Meerkat Mail • Range of Non-Chron Books 	<p>Maths links:</p> <ul style="list-style-type: none"> • Directional Language • Measures • Data Handling 	<p>Published Outcomes:</p> <ul style="list-style-type: none"> • African Sunset Picture • African Musical Performance • African Class Assembly • Postcard/Letter from Sunny

Geography
 Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
 Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.
 Name and locate the world's seven continents and five oceans.
 Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
 Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Music
 Listen with concentration and understanding to a range of high-quality live and recorded music.
 Build an understanding of the pulse and internalise it when listening to a piece of music.
 Improvise a simple rhythm using different instruments including the voice.
 Understand that timbre describes the character or quality of a sound.
 Understand that texture describes the layers within the music
 Understand that structure describes how different sections of music are ordered.
 Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.
 Use tuned and untuned classroom percussion to play accompaniments and tunes.
 Use tuned and untuned classroom percussion to compose and improvise.
 Play instruments using the correct techniques with respect.
 Practise, rehearse and present performances to audiences with a growing awareness of the people watching.
 Experiment with, create, select and combine sounds using the inter-related dimensions of music.

PSHE
 Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.
 Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.
 Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
 Recognise that their behaviour can affect other people
 Recognise what is fair and unfair, kind and unkind, what is right and wrong.
 Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
 Listen to other people and play and work cooperatively .
 how they can contribute to the life of the classroom and school.
 Help construct, and agree to follow, group, class and school rules and to understand how these rules help them.
 Know that they belong to different groups and communities such as family and school.
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- Venn Diagrams

Enrichment:
 African Class Assembly