Unit Planner: Why is the Sun so important?
Year 2 – 5 Weeks

Key Concepts:	Intent:
Responsibility, Choices, Morals, Fairness, Impact	To gain an increased understanding on Plants and how they play an important role within our lives.

National Curriculum Statements (Target Tracker)	**Starter:** Trip to the Allotments.	
Pupils will be taught to – Science Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum. Use simple equipment to observe closely including changes over time. 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. 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. Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these. Art 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. Know that different artistic works are made by craftspeople from different cultures and times. Represent things observed, remembered or imagined using colour/tools in two and three dimensions. Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. Computing 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. Geography 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.	**Subject: Art/DT/Food Technology** Can I create a piece of artwork based on the artist Acrimboldo? Can I compare and evaluate my own piece of artwork based on the artist Acrimboldo?	Artist, Carbohydrates, Protein, Dairy Products, Fruit and Vegetables, Fats, Natural, Proportion, Scale, Experiment, Layering, Still Life
	Subject: Geography	
	Can I make a map of the school grounds? Can I describe the key human and physical features of the school grounds?	Grid Reference, Coordinate, Human Features, Physical Features, Map
	Subject: Music	Composer, Appraise, Evaluate, Opinion, Instrument, Compose, Volume, Pitch, Pulse, Tempo, Rhythm
	Can I appraise a composer? Can I learn a Plant themed song and sing it in parts?	
	Subject: Science	Parts, Function, Seeds, Bulb, Petals, Roots, Stem, Leaves, Phloem, Xylem, Oxygen, Carbon Dioxide, Nutrients, Minerals, Growth, Water, Light, Temperature, Conditions
	Can I label the parts of a plant? Can I understand the functions of plant parts? Can I identify and name a selection of plants? Can I carry out an investigation linked to plants? - What are the best conditions for a plant to grow? Can I carry out a fair test? Can I appropriately show results of an investigation? Can I evaluate the findings of an investigation?	
	Subject: PSHE Can I create a comic trip about the Good and Bad Apple?	Rules, Respect, Right, Wrong, Good, Bad, Feelings, Emotions, Happy, Sad, Angry, Shy, Scared, Worried, Excited, Nervous, Love, Friends, Family, Fair, Unfair, Kind, Unkind, , Secrets, Surprises, Bullying, Teasing, Same, Different, Agreement, Disagreement, Bully
	Subject: Computing	Information, Technology, Create, Digital, Content, Internet, E-Safety, Online, Apps, Programs, Predict, Devices, Algorithm, Save, Edit, Personal Information, Organise, Open, Comparison, Execute
	Can I use Shadow Puppet to purposefully create digital content? Can I compare the different benefits of a range of programs? Can I use a variety of ICT sources for research? Can I recognise common uses of information technology beyond school?	

Text types:	Literature:	Maths links:	Published Outcomes:
• Instructions • Narrative • Comic Strip	• Jack and the Beanstalk • Range of Non Fiction Books	• Symmetry • Measures • Data Handling	• Piece of Acrimboldo Artwork • Comic Strip • Video about Plants

Enrichment:
Use of School and Local Environment, Trip to Allotment Space

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Music

Listen with concentration and understanding to a range of high-quality live and recorded music.

Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.

Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.

Develop an understanding of melody, the words and their importance in the music being listened to.

Sing a song in two parts.

PSHE

Know good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.

Communicate their feelings to others, to recognise how others show feelings and how to respond.

Recognise what is fair and unfair, kind and unkind, what is right and wrong

Identify and respect the differences and similarities between people.

Know at people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.

Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.

Know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.