



<b>Intent:</b>	To gain an increased understanding on Plants and how they play an important role within our lives.	
<b>Starter:</b>	Pupils partake in a trip to the Allotments?	
<b>Core Texts:</b>	Jack and the Beanstalk, The Little Gardener, Oh Say Can You Seed, The First Slodge	
<b>Key Concepts:</b>	Responsibility, Choices, Morals, Fairness, Impact	
<b>Outcome Pieces:</b>	Piece of Acrimboldo Artwork, Comic Strip, Video about Plants	
<b>Enrichment:</b>	Pupils partake in a trip to the Allotments, Use of own allotments, Use of School and Local Environment	
<b>Subject Area:</b>	<b>Statements:</b>	<b>Key Vocabulary:</b>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Can I label the parts of a plant?</li> <li>• Can I understand the functions of plant parts?</li> <li>• Can I identify and name a selection of plants?</li> <li>• Can I carry out an investigation linked to plants?</li> <li>• Can I explain what the best conditions for a plant to grow are?</li> <li>• Can I understand what a fair test is?</li> <li>• Can I carry out a fair test?</li> <li>• Can I appropriately show results of an investigation?</li> <li>• Can I evaluate the findings of an investigation?</li> </ul>	Parts, Function, Seeds, Bulb, Petals, Roots, Stem, Leaves, Phloem, Xylem, Oxygen, Carbon Dioxide, Nutrients, Minerals, Growth, Water, Light, Temperature, Conditions, Fair Test, Variable, Equipment, Method, Results, Findings
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants.</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Can I devise a simple map of the school grounds?</li> <li>• Can I use basic symbols in a key to use in fieldwork?</li> <li>• Can I study the geography of our school and its grounds?</li> <li>• Can I describe the key human and physical features of the surrounding environment?</li> </ul>	Grid Reference, Coordinate, Human Features, Physical Features, Map, Symbol, Fieldwork
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>History</b>		
	<b>National Curriculum:</b>	
<b>Design Technology</b>		
	<b>National Curriculum:</b>	

Year 2 Unit Plan: Why is the sun so important? (5 week).



<b>Art</b>	<ul style="list-style-type: none"> <li>• Can I manipulate clay to create a model of a plant/flower?</li> <li>• Can I use a variety of primary and secondary colours to make my model life like?</li> </ul>	Manipulate, Mould, Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Light, Dark, Thick, Thin, Tone, Shade, Primary, Secondary, Mixing
	<b>National Curriculum:</b> <ul style="list-style-type: none"> <li>• <i>Pupils should be taught:</i></li> <li>• to use a range of materials creatively to design and make products.</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	
<b>Music</b>	<ul style="list-style-type: none"> <li>• Can I appraise a composer? (composer of the term)</li> <li>• Can I learn a Plant themed song and sing it in parts?</li> </ul>	Composer, Appraise, Evaluate, Opinion, Instrument, Compose, Volume, Pitch, Pulse, Tempo, Rhythm
	<b>National Curriculum:</b> <ul style="list-style-type: none"> <li>• <i>Pupils should be taught to:</i></li> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Can I explore good and bad?</li> </ul>	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
	<b>National Curriculum:</b> See PSHE Subject Leader Document.	
<b>Religious Studies</b>		
	<b>National Curriculum:</b>	

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Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
1. Music	Can I appraise a composer?	Activity	Choices
2. Music	Can I learn a Plant themed song and sing it in parts?	Singing	
3. Science	Can I label the parts of a plant?	Activity	
4. Science	Can I understand the functions of plant parts?	Discuss/Activity	
5. Science	Can I identify and name a selection of plants?	Discuss/ research	
6. Science	Can I carry out an investigation linked to plants?	Investigation	Fairness, choices, Impact
7. Science	What are the best conditions for a plant to grow?	Investigation	Fairness, choices, Impact
8. Science	Can I understand what a fair test is?	Investigation	Fairness, choices, Impact
9. Science	Can I carry out a fair test?	Investigation	Fairness, choices, Impact
10. Science	Can I appropriately show results of an investigation?	Investigation	Fairness, choices, Impact
11. Science	Can I evaluate the findings of an investigation?	Investigation	Fairness, choices, Impact
12. Art	Can I manipulate clay to create a model of a plant/flower?	Clay art work	
13. Art	Can I use a variety of primary and secondary colours to make my model life like?	Painting clay	Choices, Impact
14. Geography	Can I devise a simple map of the school grounds?	Map work	
15. Geography	Can I use basic symbols in a key to use in fieldwork?	Map work	
16. Geography	Can I study the geography of our school and its grounds?	Map work/ Field work	
17. Geography	Can I describe the key human and physical features of the surrounding environment?	Field work	
18. PSHE	Can I explore Good and Bad?	Discussion/ Floor Book?	Responsibility, choices, fairness, impact, morals