



Class: Buds
Y2

Curriculum Driver: Science

Curriculum Theme: Sowing and growing

British values: Diversity

Term: Spring 2





Locality:

Engaging:

Ambitious and aspirational:

Purposeful:

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
<p>Science Sowing and growing</p>	<p>Build on Year 1 Learning Plants Children will observe and describe how seeds and bulbs grow into mature plants They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Revisit Y1: To be able to name a variety of common wild and garden plants. Retrieval: What do you already know about plants? (Y1 retrieval focus)</p>	<p>What do plants need to grow? To be able to recognise what plants need to be able to grow and survive.</p>	<p>What is germination? To understand the conditions that seeds require in order to germinate. To know what happens to a seed after it is planted (germination).</p>	<p>What is the lifecycle of a plant? How does a bulb grow? To be able to observe and describe how bulbs and seeds grow. To understand the difference between them.</p>  <p>(observing closely/ observing over time)</p>	<p>What do plants need to stay healthy? Do cress seeds grow quicker inside or outside? To be able to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Do cress seeds grow quicker inside or outside? (plan an enquiry)</p> 	<p>Conclusion of investigation - observation overtime</p>  <p>TAPS: Comparing Plant Growth (observing closely/ observing over time)</p> 	<p>Children will be able to observe and describe the changes that happen to their broad bean plant and daffodil plant. They can measure and record the rate of growth.</p> <p>Cress plant observation!</p>
<p>Computing Tally charts and pictograms</p>	<p>To understand how to interpret data and represent this digitally for others to understand. Builds on previous learning in Mathematics from tally charts.</p>	<p>To recognise that we can count and compare objects using tally charts.</p>	<p>To recognise that objects can be presented as pictures.</p>	<p>To use a tally chart to create a pictogram.</p>	<p>To be able to create a pictogram to arrange objects by an attribute.</p>	<p>To recognise that people can be described by attributes.</p>	<p>To use a computer program to present information in different ways.</p>	<p>Learners will understand what data means and understand how this can be collected and created. They will be able to produce a pictogram and block diagram by the end of the unit.</p>
<p>DT Cooking and nutrition</p>	<p>Healthy wraps (Food) Within this unit, children will design, make and evaluate healthy wraps. This will link to the science this term of</p>	<p>LF: To be able to recognise food and food groups, and identify food groups in a meal.</p>	<p>LF: To be able to identify appropriate equipment to prepare a piece of food</p>	<p>LF: To be able to select balanced combinations of ingredients and design a recipe based on criteria</p>	<p>LF: To be able to create and evaluate a dish based on design criteria End of Unit Assessment: Quiz</p>			<p>Children will have an understanding of how to prepare food to make a healthy wrap. They will be able to create their own wrap and evaluate their product.</p>

	growing plants and where food comes from.							
RE Why does Easter matter to Christians?	Link to prior learning about the Nativity story and what we learnt about Christians. Prior F3: Why is Easter special for Christians? 1.5 SALVATION: Why does Easter matter to Christians?	To be able to discuss the links between the 'big story' and new life that comes in spring. Understand that Palm Sunday signifies the beginning of 'Holy Week'.	To be able to tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Good Friday Easter Sunday		To be able to discuss the emotions of Jesus' followers during Holy Week.	To be able to connect the idea of eggs, new life and the belief in Jesus's resurrection. 	To be able to find out how churches celebrate different parts of Holy Week and how they connect with the events in the story. 	Children will have an understanding of Salvation and Incarnation and why Jesus died for us. They will be able to identify at least 3 things that Christians do to celebrate Easter in church. To be able to discuss the meaning of the words 'Incarnation' and 'Salvation'.
RHSE Families and committed relationships	Build on Year 1 learning; The importance of family Year 2: Families and committed relationships The diversity of family These sequence of lessons will be exploring the importance and diversity of families, and healthy, positive family relationships. Natterhub	To know that different people can be part of a family.	To describe the things that make family relationships healthy and happy.	Understand the differences between and similarities between our families and others.				We will be able to: describe the things that make family relationships healthy and happy • describe different types of happy family • explain ways in which our own families are similar and different to others', and show respect for these differences • describe some family traditions.
E safety Natterhub		Protecting my privacy: To describe and explain some rules for keeping information private	Fake profiles: To find out how to spot a fake profile					
PE - Indoor Real P.E unit 4 Creative Ball skills Partner balance	Unit 4: Creative focus Creative Skill: I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.	I can sit and roll a ball along the floor and around my body with two hands.	I can sit and roll a ball along the floor around my body using 1 hand (right and left).	I can roll a ball down to my toes and back up then around my upper body using two hands.	Seated and kneeling balances. Balance with a wide base.	Use standing balance with a small base, using one hand to secure the balance.	I can sit facing a partner, rock forwards backwards and side to side.	I can select and link movements together to fit a theme and I can begin to compare my movements and skills with those of others.
PE - Outdoor Tennis	In this unit children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket).	To feed and hit a small soft ball using your hands.	Learn to revise how to use a racket. Learn how exercise produces healthy feelings.	Learn to feed a ball accurately to their partner. Learn to send a ball accurately using a racket.	Learn to evaluate others' performance and help them improve.	Learn to hit the ball over a net to bounce twice on the other side to score points. To play well as a team and help each other.	Learn to hit the ball accurately to different targets.	The children should be able to use a racket to accurately send a ball. They will learn to hit a ball over a net to bounce twice and be able to hit a ball at a target.

Music Sound mapping and technology	Learn songs and be able to discuss dynamics, riffs and structures in songs. Charanga. Unit 4. Zootime	To be able to recall how to make sound map journeys. Make a simple sound journey based on outside sounds, and using symbols.	To be able to make a pattern of 2 sounds at the same time. Start to use uniformed symbols that others in the class can understand.	To be able to consider instruments that could represent outside sounds, such as a shakey egg for the wind etc.	To be able to make a pattern of symbols using untuned percussion, and follow it. Get another classmate to follow your pattern - does it sound the same?	To be able to consider adding dynamics to patterns of symbols. How could we get each other to play louder or quieter? Use standard and own dynamic symbols. Watch conductors of big orchestras online.	To be able to 'conduct' a group of pupils, or the whole class, to perform your music. Create a pattern of symbols, including dynamics.	Begin to recognise the basic style indicators of Reggae music.
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Personal development

Walk to School Week
 Road Safety
 Comic Relief
 Healthy eating - nutrition and food

Reading Opportunities:



The image displays five book covers. From left to right: 1. 'Little Red Riding Hood' by Ed Bryan, featuring a girl in a red hood and a wolf in a forest. 2. 'The Tale of Little Red Riding Hood' by Tony Bradman, featuring a girl in a red dress and a wolf. 3. 'Jim and the Beanstalk' by Raymond Briggs, featuring a boy climbing a beanstalk. 4. 'Grow your own Lettuce', featuring a boy holding a bunch of lettuce. 5. 'Amazing Science Plants', featuring a sunflower and other plants.