

Year: A Term: Summer 2

Unit: Flowers and Insects

Curriculum Coverage:

Art: To use a range of materials creatively to design and make products
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Geography: **Locational Knowledge**

Name and locate the world's 7 continents and 5 oceans

Place knowledge

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

Human and Physical Geography

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

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

Geographical skills and fieldwork

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.

Science: Plants

Y1

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Identify and describe the basic structure of a variety of common flowering plants, including trees.

Y2

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.

Animals, including humans

Notice that animals, including humans, have offspring which grow into adults

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Living Things and their Habitats

Y2

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 in their habitats, including micro-habitats

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Literacy: Poetry: Senses poems

Narrative: Study of an author/Stories with predictable language

Eric Carle

Resources:

Curriculum Visions - Plants - Introduction video

Growing Plants textbook

Living Things in their Environment textbook

Espresso - Science - Animal Life - Animal Snap & Match the Animal

Espresso - Science - Minibeasts - video & follow up activities

Espresso - Science - Espresso Zoo - video & follow up activities

Espresso - Geography - Maps & Mapping - What is a map? What does a map show? Video

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<http://www.nationalstemcentre.org.uk/elibrary/resource/7800/habitats-and-food-chains-fox-and-hedgehog> for food chains video

Tasks:

Art:

In pairs/small groups make 3D models of insects using junk material. Give their insect a name, identify key characteristics & preferred habitat

Paint pictures of insects

Paint symmetrical butterflies for role play display

Turn role play area into rainforest/garden centre or something else, initiated by the children. Make posters, banners etc

Geography:

Look at maps on Curriculum Visions of the UK, Europe and the world.

Check they can name countries that make up UK and their capital cities.

On world map children name some countries including UK, America (N & S && possibly Bolivia) Australia, France, Japan, China. Label the oceans.

Draw a key to show mountains and deserts

Science:

Sort living/non-living picture cards. Record as Venn diagram

What do we know about plants? Primary Resources PPT

Label the Parts of a Plant/Flow. Y2 ext. Write function of each part referring back to PPT

Go on plant hunt in school grounds. Draw and name plants & trees seen - tomatoes, hornbeam, willow, anemones etc.

On a map of school grounds locate trees/flowers found. Introduce the idea of a key

Experiments to show that plants need water, light and heat to germinate

Watch video about minibeasts on Espresso

Go on an insect hunt in the school grounds. On a map locate what they found and where. Make a key & explain to a friend what they found

Espresso - What am I? online activity. Use clues to solve problem

Espresso - Where do I live? Online activity

Espresso - Insect labelling activity

Match adult animal to it's young and name - Espresso Animal Snap

Primary Resources ppt about characteristics of living things

Food chains. Using arrows and pictures show simple food chains. Y2 record a more detailed food chain. Woodlands Primary School

[Interactive Food Chain activity](#) Crick School

Other links:

Pupating caterpillars

Trip to Arnos Grove Cemetery with workshop - not to do this time as current Y2 went there in Reception

Trip to Brokerswood or Southwick Country Park?