Unit planner: Why did the Flamingo want to be pink?   Year 2   2 Week

Lead Subjects: Literacy, Geography, PSHE	Starter: Introduction of the Book	
National curriculum subject **Writing** Pupils should be taught to: Write for different purposes to develop positive attitudes toward and stamina for writing. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. Write down ideas and/or key words including new vocabulary. Spell correctly words from the year 2 spelling list. Write in a clear legible handwriting, in cursive script if able. Use the correct grammar and punctuation, for year 2 expectations, in their writing. Make simple additions, revisions and corrections to their own work using a purple polishing pen. Use peer and self-reflection to make additions, revisions and corrections. Read aloud what they have written using the appropriate intonation **Science** Pupils should be taught to: Explore and compare the differences between things that are living, dead, and things that have never been alive. **PSHE** Pupils should be taught to: Know that they belong to various groups and communities such as family and school. Share their opinions on things that matter to them and explain their views through discussions with one person and the whole class. Recognise how their behaviour affects other people. **Art/DT** Pupils should be taught to: Try out different activities and make sensible choices about what to do next. Develop care and control over materials and equipment. Select from and use a wide range of tools and equipment. Select from and use a wide range of materials.	**Objective: Why did the Flamingo want to be pink?** • Can you retell the story? • Can you retell the main parts accurately?	•
	Objective: Can you make your own Flamingo? • Can you choose suitable materials to make your flamingo? • Can you follow instructions to make your Flamingo?	• Can you choose your own design/pattern for your flamingo?
	Objective: Is it alive, once alive or never been alive? • Can you classify objects in your own way? • Can you explain why you have grouped them in a certain way? • Can you classify them into alive, once alive, never been alive?	• Can you explain why you have grouped them in a certain way? • Can you understand what makes something alive? • Can you compare something that is alive and never been alive?
	Reflection: Does it matter if we are different? Was Herman right? • Circle time • Mindmap of ideas • Discussion about 'differences'	

Text types:	Literature:	ICT:	Assessment Opportunities:
• Character description • Retell of Story	• The Flamingo who wanted to be pink	• Research • E-safety- Hector's world (assemblies) • Seesaw	• Speaking and Listening during carpet times

Enrichment	Trips	School environment