

## Unit planner: What makes our planet extraordinary?    Year 2    Autumn One - 5 Week

<p><b>Lead Subjects: Literacy, Geography, Science, Music</b></p> <p><u>National curriculum subject</u>  <b>Writing</b>  <b>Pupils should be taught to:</b>                  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</p> <p><b>Geography</b>  <b>Pupils should be taught to:</b>                  Name and locate the world's seven continents and five oceans.                  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.                  Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, and oceans studied.</p> <p><b>Science</b>  <b>Pupils should be taught to:</b>                  Work scientifically to the year 2 focus.                  Explore and compare the differences between things that are living, dead and things that have never been alive.                  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 can depend on each other.                  Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p><b>Art</b>  <b>Pupils should be taught to:</b>                  Know that different artistic works are made by crafts people from different cultures and times.</p> <p><b>RE</b>                  See Sacre Document.</p> <p><b>DT</b>  <b>Pupils should be taught to:</b>                  Select from a wide range of materials including ingredients                  Explore and evaluate a range of existing products (food tasting)</p> <p><b>Music</b>  <b>Pupils should be taught to:</b>                  Use tuned and untuned classroom percussion to play accompaniments and tunes</p>	<p><b>Starter:</b> <i>Children receive a postcard from a Meerkat.</i></p> <p><b>Outcome:</b> <i>Children produce a range of outcomes: postcard, rewrite,</i></p> <p><b>Learning Challenge: Where is Africa?</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;"> <ul style="list-style-type: none"> <li>How can you find out about the continent?</li> <li>What does it look like?</li> <li>What lives there?</li> </ul> </td> <td style="width: 50%; padding: 2px;"> <ul style="list-style-type: none"> <li>What are the 7 continents and oceans in the world? 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<p>Use tuned and untuned classroom percussion to compose and improvise Perform as an ensemble using a variety of instruments and play different parts where appropriate Play instruments using the correct techniques with respect</p> <p><b>Computing</b> Pupils should be taught to: Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>			
<b>Text types:</b>	<b>Literature:</b>	<b>ICT:</b>	<b>Assessment Opportunities:</b>
<ul style="list-style-type: none"> <li>• Non Chron Report</li> <li>• Narrative</li> <li>• Instructional</li> <li>• Postcard/Letter</li> </ul>	<ul style="list-style-type: none"> <li>• The Flamingo who wanted to be Pink</li> <li>• Meerkat Mail - Emily Gravett</li> <li>• Bringing the rain to Kapiti Plain - V Ardeena</li> <li>• The Leopards Drum - Jessica Souhami</li> <li>• What Came From Africa - Miles Harvey</li> <li>• Letters to Africa - UCLan</li> <li>• Africa - Madeline Donaldson</li> <li>• African Musical Instrument - Natalie Cooper</li> <li>• I am Abraham Lincoln - Brad Meltzer</li> <li>• I am Martin Luther King Jr - Brad Meltzer</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• QR Codes</li> <li>• Switch Zoo</li> <li>• Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>• Outcome piece - Non Chron Report</li> <li>• Outcome piece - Narrative</li> <li>• Outcome piece - Set of Instruction for Cooking/Instrument</li> <li>• Outcome piece - Postcard</li> </ul>
<b>Enrichment</b>	Trips: N/A		School environment: N/A