

<b>Medium Term Plan</b>	<b>Year Group</b>	<b>2</b>	<b>Term</b>	<b>1</b>	<b>Theme</b>	<b>Bugs and Beasts</b>
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**Main hook - Experienceology**

Mini beast hunt / butterfly net. Trip to the local woods.

**Areas of learning**

**As Geographers** we will devise a simple map; and use and construct basic symbols in a key

**As artists** we will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space specially looking at different animal patterns and textures

**As scientists** We will investigate Living things and their habitat.

**As Designers** we will design and make our own mini beast models from salt dough.

<b>Confident Individuals</b>	<b>Responsible Citizens</b>		
<b>Enterprise</b>	<b>Environment</b>	<b>Spiritual and Moral</b>	<b>Communities</b>
<b>As enterprising people we will:</b>	<b>As people concerned with our environment we will:</b> Plant and maintain the local garden area, make bug hotels	<b>In our spiritual and moral development we will:</b> Discuss the decline of the bee and what we can do to help	<b>As members of a community we will:</b> Explore our local community and what it does to support people.

Learning across the curriculum		
Using Communication – English Links, MFL	Using Mathematics – links to other subjects	Using ICT and E-Safety Opportunities
<p>The caterpillar shoes</p> <p>Writing our own narrative</p> <p>Write our own instructions</p> <p>Reading (including love of reading)</p> <p>Writing (including free writing).</p> <p>SPAG</p> <p>Handwriting</p> <p>Spellings/Phonics</p>	<p>Looking at the bee population and comparing the statistics, then translating this data into graphs.</p> <p>Making bird feeders for the garden area, weighing and measuring ingredients</p> <p>Solving problems</p> <p>Multiplication facts</p>	<p>Create a presentation based on bee awareness (use iPads)</p>

Subject Key Skills			
History, geography and citizenship	Science and design technology	Art, music and drama	PSHE, RE, R-Time
<p>Investigate a Non-European country and how it differs from the UK</p> <p>Communicate our own history and significant life events using a timeline</p> <p>Consider and respond sensitively to everyone's events and to the different life styles of other countries.</p>	<ul style="list-style-type: none"> <li>♣ Identify that most living things live in habitats to which they are suited</li> <li>♣ Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>♣ 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.</li> </ul>	<p>Explore different ways of creating various textures using a range of materials.</p> <p>Create – our own instrument using rice and cardboard tubes</p> <p>Present – our ideas to the class – talking about what went well and what to improve</p> <p>Evaluate- each others work</p>	<p>Find and check information when researching for our bee presentation.</p> <p>Communicate together to create pieces of work</p>

**Personal Development – Curriculum Drivers**

<b>Independent Learning</b>	<b>Possibilities – making the impossible possible</b>	<b>Emotional Awareness</b>
Using the outside environment to support our science unit. Curiosity – encouraging questions as ideas for research and exploration.		Communication – Expressing ideas with clear words and reasons not to anger  Explore others views and roles