







# A Bug's Life



## Y2 Main Overview (Summary of Topic/Key Information)

In this exciting topic, we will be looking at plants, minibeasts, living things and learning about their different habitats. Children will have the opportunity to ask questions and complete research using lots of different technology. They will then be able to use their findings as inspiration for art work, writing & design technology.

Key Facts	A habitat is the natural home or environment of an animal, plant or other organism. Different habitats suit different animals and both plants and animals have adapted to their environments. Habitats provide for the basic needs of these living things.		
Key Questions	What is a habitat? How can we collect samples of minibeasts for further study? Why do certain creatures live in their habitat? How is it suitable? How are plants and animals in different areas suited to that environment? How do plants grow?		
<b>Subject</b>	<b>Key Skills Covered</b>	<b>Key Vocabulary</b>	
Geography	We will be identifying seasonal and daily weather patterns in the United Kingdom and using basic geographical vocabulary to refer to key physical features. We will be referring to maps as well as using aerial views and plans to create our own simple maps which will have also been informed by fieldwork and observational skills.		Weather, river, soil, forest, change, rain, snow, cloud, wind, seasons, valley, precipitation, vegetation.
Science	Children will learn about living things and their habitats. They will explore and compare the differences between things that are living, dead, and things that have never been alive. We will develop an understanding that living things survive in habitats to which they are suited by looking at food chains and investigating the types of plants and animals that exist in a range of habitats – including micro habitats.		Food, survive, water, air, dead, living, food chain, Habitat, suitable, basic, shelter, Light, shade, sun, warm, cool, healthy, bulb, germinate, shoot, bulb, seedling
Art	Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will be able to research about different well-known artists such as Yayoi Kusama and William Morris to develop an understanding of their artwork and their history.		Art, media, print, colour, pattern, space, texture, lines, form, artist, history, design, create.
DT	Pupils will be evaluating the bug hotels we have in the nature area and creating their own design criteria. They will then decide which materials they will need and create their own design. Once they have created their bug hotel they will evaluate it.		Evaluate, investigate, design, bug hotel, reclaimed materials, art, draw, make, create, cut, stick, wood, materials, craft, natural resources.
Music	The first musical spotlight this term will be Exploring Improvisation. We will explore improvisation a bit further in this unit. Our second music spotlight will be Our Big Concert when we will choose different songs and create a performance. Our Social questions for these units are: How Does Music Make Us Happy? and How Does Music Teach Us About Looking After Our Planet?		

PE	<p>Firstly, we will be doing indoor athletics where the children will explore various jumping, skipping and throwing techniques; aiming to improve their own scores and performance, as well as working as part of a team. Our dance unit has a seaside theme where the children will hone their skills and knowledge of timing, travelling, levels, control and performance. Our outdoor PE lessons will cover football and rugby skills. We will be participating in those team games, developing simple tactics for attacking and defending.</p>	<p>Movement, control, beat, travel, Score, inside, outside, tackle, goal, pass, teamwork, space, invasion, aware, strategy, tactics, honesty, tag, try, run, direction, agility, speed, tagger, protect, place, target, invasion, attack, defend</p>																
Computing	<div data-bbox="288 539 584 792" data-label="Table"> <table border="1"> <thead> <tr> <th>day</th> <th>number</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>7</td> </tr> <tr> <td>Tuesday</td> <td>4</td> </tr> <tr> <td>Wednesday</td> <td>5</td> </tr> <tr> <td>Thursday</td> <td>2</td> </tr> <tr> <td>Friday</td> <td>1</td> </tr> <tr> <td>Saturday</td> <td>9</td> </tr> <tr> <td>Sunday</td> <td>6</td> </tr> </tbody> </table> </div> <p>Children will learn about the different ways we store and present data. They will collect their own data and present it in a selection of different ways digitally. They will also safely research a minibeast and present their findings using word. They will consider the best way to present their work, with titles and inserting pictures.</p> <div data-bbox="874 528 1142 763" data-label="Figure"> </div>	day	number	Monday	7	Tuesday	4	Wednesday	5	Thursday	2	Friday	1	Saturday	9	Sunday	6	<p>E-safety, search engine, data, table, pictogram, block chart, bar chart, pie chart, snipping tool, caps lock, underline, bold, font, insert, enter, shift, space bar.</p>
day	number																	
Monday	7																	
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Sunday	6																	
RE	<p>We will be using a 'Human and Social Science' lens to explore how Jewish people celebrate Passover. We will also be using a 'Philosophy' lens to consider why people have different views about the idea of God.</p>	<div data-bbox="906 931 1121 1115" data-label="Image"> </div> <p>Celebration, festival, Passover, Pesach, Seder plate, Exodus, matzah bread, Haggadah, God, Allah, Brahman, Humanist, Theist, Atheist, Agnostic.</p>																
PSHE	<p>In PSHE children will be looking at various key topics such as: how to keep their bodies healthy (including their teeth and gums); simple hygiene routines and how their body works. In the second half of summer term, we will have our RSE unit. The children will be learning about their private body parts, the importance of privacy and how to respect it. Children will also be able to learn basic first aid.</p>	<div data-bbox="890 1155 1114 1368" data-label="Image"> </div> <p>Germs, spread, clean, wash, cover, illness, disease, infectious, teeth, gums, brush, safe, body, hygiene, dental, independence, food, water, air <b>Growing and Changing:</b> A separate letter will be sent detailing vocabulary linked to RSE</p>																
English	<p>We will be using our topic to create exciting writing opportunities such as creating our own mini-beast non-chronological report. We will be looking at different genres of writing such as poetry, stories, recounts and information texts. Lessons will include a variation of ways to explore each text, such as role-play, videos, books and technology. We will continue to develop our understanding of each text type.</p>	<div data-bbox="898 1491 1142 1697" data-label="Image"> </div> <p>Purpose, structure, language, grammar spelling, punctuation, poems, story, fictions, non-fiction, facts, opinion, dates, shape, theme.</p>																
Maths	<p>We will be continuing with our maths mastery using the White Rose scheme of work. We will be learning about fractions, position and direction, time, statistics, mass, capacity and temperature.</p>	<div data-bbox="882 1816 1158 1995" data-label="Image"> </div> <p>Mastery, addition subtraction, groups, equals, mass, capacity, temperature, mass, measurement, time, directions, position, length, height, weight.</p>																

