



Science

"The Secret World of Plants"

- 1 Considering why it is beneficial to grow plants in nurseries and exploring what plants need in order to grow.
- 2 Investigating what plants need in order to stay healthy.
- 3 Exploring and comparing plants living, dying or dead, and discovering how we can help plants live longer.
- 4 Observing and describing how plants grow, including how roots are formed.
- 5 Considering how plants reach maturity and starting to explore how plants reproduce.

Objectives:

- Year 2 - explore and compare the differences between things that are living, dead, and things that have never been alive
- Year 2 - observe and describe how seeds and bulbs grow into mature plants
- Year 2 - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy



Geography

"Around the World"

- 1 Identifying the seven continents of the world before focussing on France in Europe.
- 2 Identifying where Asia is and exploring the physical and human features of China.
- 3 Identifying where Australia is and exploring the physical and human features of Australia.
- 4 Identifying where Africa is and exploring the physical and human features of Kenya.
- 5 Identifying where North America is and exploring the physical and human features of the USA.
- 6 Identifying where South America is and exploring the physical and human features of Brazil.
- 7 Identifying where Antarctica is, exploring what it is like there and how it is different to other continents.

Objectives:

- KS1 - name and locate the world's seven continents and five oceans.
- KS1 - 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.
- KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage



History

"Intrepid Explorers"

- 1 Finding out who Christopher Columbus was, when he lived, what was known about the world at the time, and what Columbus believed he could achieve by sailing west.
- 2 Exploring what Columbus's journey in 1492 was like and what he discovered when he landed in America.
- 3 Investigating the impact Columbus's journey had on the people in Europe, and what he brought back with him.
- 4 Identifying how exploration of the world changed in the 1950s and 1960s, learning who Neil Armstrong was and what life was like in the 1960s.
- 5 Learning about Armstrong's role in the first moon landing and how this impacted the world.
- 6 Describing and comparing the lives and experiences of Christopher Columbus and Neil Armstrong.
- 7 Comparing the achievements of Columbus and Armstrong, and making a judgement about whose achievements had a greater impact on the world.

Objectives:

- KS1 - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods



Art

"Earth Art"

- 1 Exploring how indigenous people paint on rocks before painting their own 'pet rocks' or painting rocks to tell a story.
- 2 Exploring and creating sculptures made from sticks and twigs.
- 3 Looking at examples of rangoli patterns and exploring how to create animal pictures with leaves.
- 4 Exploring what weaving is and how it works before learning to weave with a variety of natural materials.
- 5 Investigating mandalas and exploring and creating mandalas using natural materials.
- 6 Exploring the art of collage before using a variety of natural materials to create a collage.

Objectives:

- KS1 - to use a range of materials creatively to design and make products
- KS1 - to use drawing to develop and share their ideas, experiences and imagination
- KS1 - to use painting to develop and share their ideas, experiences and imagination
- KS1 - to use sculpture to develop and share their ideas, experiences and imagination
- KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Our Amazing World

Teacher's Topic Planner

Maths

English

Science

"The Secret World of Plants"

PlanBee 

Computing

History

"Intrepid Explorers"

PlanBee 

Geography

"Around the World"

PlanBee 

RE

Art

"Earth Art"

PlanBee 

DT

Languages

Music

Teacher's notes:



Science

"The Secret World of Plants"



Geography

"Around the World"



History

"Intrepid Explorers"



Art

"Earth Art"



The Secret World of Plants : Science : Year 2

| | Learning Objective | Overview | Assessment Questions | Resources |
|-----------------|--|---|---|---|
| Lesson 1 | To find out what plants need to grow. | Children will consider the things a plant needs to grow and mature, how plants in the wild get them, and how and why plant growers grow plants in nurseries and on farms. They may then either conduct a simple comparative test to determine how light levels affect seed germination, or discuss a variety of statements about plant growth. | <ul style="list-style-type: none"> Can children identify the things most plants need to germinate and mature? Can children suggest reasons why we cultivate plants? Can children devise a simple comparative test to determine how light affects germination? | <ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C Planting Guide 1 Teacher's Notes Gardening tools and materials (see Teacher's Notes) Discussion Cards 1 (FSD...? activity only) |
| Lesson 2 | To find out what plants need to stay healthy. | Children will learn in greater detail how soil, water, light and air help young plants grow and mature. They will identify the features of young seedlings, then either study seedlings they have grown themselves or identify suitable locations around school for growing different types of plant. | <ul style="list-style-type: none"> Can children explain why many seeds and bulbs are able to germinate without light? Can children begin to explain, in simple terms, how plants make their own food? Can children select appropriate locations where plants will grow well, giving reasons? | <ul style="list-style-type: none"> Slides Teacher's Notes Worksheets 2A/2B/2C True/False Cards 2 Gardening tools and materials FSD...? activity only: <ul style="list-style-type: none"> Seed Packet cards 2A–2J Worksheet 2D Cameras (optional) |
| Lesson 3 | To explore and compare plants that are living, dying or dead, and discover how we can help dying plants live longer, or reproduce. | Children will identify observable characteristics of living animals, going on to learn how they are present for all animals, even if it is difficult to observe them. They will then learn how plants have similar life processes, and why plants may die. After this children may either plant scraps and cuttings which re-grow, or identify dead and dying plants. | <ul style="list-style-type: none"> Can children identify some observable life processes of animals and plants? Can children consider when, and why, plants start to die once harvested? Can children identify ways in which harvested plants can be kept alive, or helped to reproduce, by humans? | <ul style="list-style-type: none"> Slides Worksheets 3A/3B/3C Growing Scraps 3A/3B Teacher's Notes Gardening tools and materials (see Teacher's Notes) Worksheet 3D (FSD...? activity only) |
| Lesson 4 | To observe and describe how plants grow. | Children will discover how plants grow and 'move' as they require more space, light, water and nutrients. They will also consider how and why plant growers give plants the things they need to grow and reach maturity. They will then engage with a variety of activities relating to the continuing growth of young plants, and take care of any plants they have been growing themselves. | <ul style="list-style-type: none"> Can children describe how the roots of plants grow, and why? Can children describe some ways in which plants grow above ground, and why? Can children suggest reasons why plant growth may be negatively affected? | <ul style="list-style-type: none"> Slides Activity Posters 4A–4F Blank writing/drawing frames Teacher's Notes Gardening tools and materials (see Teacher's Notes) Plant Growth Cards 4 (FSD...? activity only) |
| Lesson 5 | To begin to describe how plants mature and reproduce. | Children will learn about what happens when plants reach maturity and, hopefully, produce fruits containing seeds. They will also consider how they, and commercial plant growers, harvest mature plants, including how plants grown at home may be harvested in a way that allows them to re-grow and produce more edible leaves or fruits. | <ul style="list-style-type: none"> Can children identify common features of mature plants? Can children identify some ways in which mature plants can disperse their seeds? Can children identify ways in which some mature crop plants may be harvested? | <ul style="list-style-type: none"> Slides Mature Plants Cards 5 Challenge Cards 5A/5B/5C Teacher's Notes Gardening tools and materials (see Teacher's Notes) Plant Hunt 5 activity sheet (FSD...? activity only) |

Around the World : Geography : Year 1/2

| | Learning Objective | Overview | Assessment Questions | Resources |
|-----------------|--|---|---|---|
| Lesson 1 | To be able to locate Europe on a world map and identify some of its countries and features. | Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features. | <ul style="list-style-type: none"> Do children know that the world is split into seven continents? Can children locate Europe on a world map? Can children describe some of the geographical features and characteristics of France? | <ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Picture Cards (FSD? activity only) Question Cards (FSD? activity only) Travel Map sheet |
| Lesson 2 | To be able to locate Asia on a world map and explore the features and characteristics of China. | Children will recap where the seven continents are, focusing particularly on Asia. They will identify and describe some of the key features and characteristics of China and recognise it as a country in the continent of Asia. | <ul style="list-style-type: none"> Can children locate Asia on a world map? Can children identify China on a world map? Can children identify and describe some of the features and characteristics of China? | <ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Picture Sheet (FSD? activity only) Help Sheet (FSD? activity only) Dragon Template sheets (FSD? activity only) Card, sticks, materials for decoration (FSD? activity only) Travel Map sheet from lesson 1 |
| Lesson 3 | To be able to locate Australia on a world map and identify some of its features and characteristics. | Children will recap where the seven continents are, noting that Australia is both the name of a continent and a country within that continent. They will identify and describe some of the key features and characteristics of Australia and express what they have found out in a variety of ways. | <ul style="list-style-type: none"> Can children locate Australia on a world map? Do children know that Australia is a country and a continent? Can children identify and describe some of the features and characteristics of Australia? | <ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Memory Game Cards (FSD? activity only) Travel Map sheets from lesson 1 |
| Lesson 4 | To be able to locate Africa on a world map and explore the features and characteristics of Kenya. | Children will identify the position of Africa on a world map and identify Kenya as a country within Africa. They will identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life. | <ul style="list-style-type: none"> Can children locate Africa on a world map? Can children identify Kenya on a world map? Can children identify and describe some of the features and characteristics of Kenya? | <ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Animal Cards Binoculars (FSD? activity only) |
| Lesson 5 | To be able to identify North America on a world map and explore the characteristics and features of the USA. | Children identify the position of the USA on a world map and identify it as a country within North America. They will find out how it is organised into states and identify some of the major landmarks of the country, as well as looking at how 4th July is celebrated. | <ul style="list-style-type: none"> Can children locate North America on a world map? Can children locate the United States of America on a world map? Can children identify and describe some of the features and characteristics of the USA? | <ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Diary Sheet Help Sheet (FSD? activity only) Pinwheel Templates (FSD? activity only) Sticks, pipe cleaners, beads, colouring pens or pencils, scissors, hole punch, glue or stapler. (FSD? activity only) |
| Lesson 6 | To be able to locate South America on a world map and explore the features and characteristics of Brazil. | Children will identify the location of South America on a world map and identify Brazil as a country within this continent. Your class will identify some key landmarks of Brazil before using pictures to identify a variety of geographical features, such as rivers and mountains. | <ul style="list-style-type: none"> Can children locate South America on a world map? Can children locate Brazil on a world map? Can children identify and describe some of the features and characteristics of Brazil? | <ul style="list-style-type: none"> Slides Worksheet 6A/6B Question Cards Picture Cards Information Sheet Mask Template (FSD? activity only) Elastic or art straws (FSD? activity only) Craft materials, e.g. paints, sequins, features, card, tissue paper, etc. (FSD? activity only) |
| Lesson 7 | To be able to locate Antarctica on a world map and identify some of its features and characteristics. | Children will identify Antarctica on a world map. They will find out that it has no countries or people living there, apart from researchers. They will explore what these researchers do in Antarctica and find out about some of the animals that live there. They can then recap everything they have learnt about the seven continents and some of the countries within them. | <ul style="list-style-type: none"> Can children locate Antarctica on a world map? Can children identify some of the characteristics and features of Antarctica? Can children locate the seven continents of the world on a map and identify a country in each one? | <ul style="list-style-type: none"> Slides Worksheet 7A/7B/7C/7D World Map A/B (FSD? activity only) |

Intrepid Explorers : History : Year 1/2

| | Learning Objective | Overview | Assessment Questions | Resources |
|-----------------|--|---|---|---|
| Lesson 1 | To find out when Christopher Columbus lived and what he was trying to achieve. | Children will find out who Christopher Columbus was, when he lived and what he was trying to achieve by sailing west from Europe. They will discover what life was like in the 15th century and how it differs to life today, as well as discovering further facts about Columbus and his life. | <ul style="list-style-type: none"> Do children know that Christopher Columbus lived a long time ago? Do children know that Christopher Columbus was an explorer? Can children identify ways in which life was different when Christopher Columbus was alive? | <ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Picture Cards Sentence Cards Information Sheet A/B (FSD? activity only) Fact Sheet A/B (FSD? activity only) |
| Lesson 2 | To find out about Christopher Columbus's journey and what he discovered. | Children will find out that Christopher Columbus landed in America instead of Asia as intended. They will explore what a sea voyage at this time would have been like and how this differs to a modern sea voyage. They will find out about the challenges of the famous voyage of 1492 and what they found when found land. | <ul style="list-style-type: none"> Can children describe what a sea journey in the 15th century might have been like? Can children compare a modern sea journey with a sea journey in the 15th century? Do children know what Columbus discovered and why this was significant? | <ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Sentence Cards A/B Information Sheet (FSD? activity only) |
| Lesson 3 | To explore the impact of Columbus's voyages and what he brought back to Europe. | Children will recap the facts they have learnt about Columbus so far. They will find out why the discovery of the Americas was so significant and how this impacted people's lives in Europe. They will also explore some of the objects he brought back and meet some of the other explorers who explored America after him. | <ul style="list-style-type: none"> Do children know that Columbus bought new things to Europe from the Americas? Do children know that Columbus did not discover what he thought he discovered? Can children ask and answer questions about the life and achievements of Columbus? | <ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Clothes/props for hot seating (optional) Columbus Board Game (FSD? activity only) True or False Cards (FSD? activity only) Counters (FSD? activity only) |
| Lesson 4 | To find out who Neil Armstrong is and why he is remembered today. | Children will look at pictures of both Columbus and Armstrong to identify differences. They will find out how exploration of the world changed after Columbus and think about other possibilities in exploration. They will find out facts about Neil Armstrong and explore what the world was like in the 1960s. | <ul style="list-style-type: none"> Can children find out and describe facts about Neil Armstrong? Can children describe some of the aspects of life in the 1960s? Can children compare life in different time periods? | <ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D Fact Cards Picture Cards (FSD? activity only) |
| Lesson 5 | To find out about Neil Armstrong's landing on the moon and the impact this had on the world. | Children will find out about the Apollo 11 mission and man's first landing on the moon. They will be encouraged to think about how Armstrong and the other astronauts might have felt and discover what everyday items have been developed thanks to space exploration. | <ul style="list-style-type: none"> Can children describe the events surrounding the first landing on the moon? Can children express how the astronauts might have felt during the Apollo 11 mission? Can children describe some of the ways in which space exploration has had an impact on our lives today? | <ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Costumes/props for role-play (FSD? activity only) Video cameras - optional (FSD? activity only) |
| Lesson 6 | To be able to compare the lives and achievements of Columbus and Armstrong. | Children will use what they have found out about Columbus and Armstrong to compare the two men, their lives and their achievements. They use different ways to portray their understanding, such as Venn diagrams and role-play. | <ul style="list-style-type: none"> Do children understand how to compare two individuals? Can children identify and describe ways in which Armstrong and Columbus were similar to each other? Can children identify and describe ways in which Armstrong and Columbus were different from each other? | <ul style="list-style-type: none"> Slides Worksheet 6A Sentence Cards A/B Question Cards (FSD? activity only) Fact Cards (plenary) |
| Lesson 7 | To use what they have learnt about Columbus and Armstrong to evaluate their achievements. | Children will consolidate what they have found out about Christopher Columbus and Neil Armstrong. They will compare their achievements and make decisions about who they think was the greater explorer, giving reasons for their choices. | <ul style="list-style-type: none"> Can the children state what they have learnt about Armstrong and Columbus? Can the children recall differences between the two explorers? Can the children choose who they think the greater explorer was, giving reasons for their choice? | <ul style="list-style-type: none"> Slides Worksheet 7A/7B/7C/7D Prompt Card Hat Templates (FSD? activity only) Flag Templates (FSD? activity only) Spinner Templates (FSD? activity only) |

| | Learning Objective | Overview | Assessment Questions | Resources |
|-----------------|---|---|---|--|
| Lesson 1 | To explore ways of painting on rocks. | Children will learn that different cultures painted images on rocks to tell stories. They will see examples of modern rock painting and will make their own pet rocks. | <ul style="list-style-type: none"> • Can children re-create an image with paint? • Can children paint on a foreign surface? • Do children understand painted images can be used to tell stories? | <ul style="list-style-type: none"> • Slides • Rocks/pebbles/stones • Craft materials and adhesive eyes • Image Cards A/B/C • Picture and Word Grids (for FSD? activity only) • Rock Story Example (for FSD? activity only) |
| Lesson 2 | To be able to make sculptures with sticks and twigs. | Children will explore what sculptures are and will look at sculptures created from natural materials. They will learn the names of famous artists who use sticks and twigs to make sculptures. They will use collected sticks and twigs to make their own sculptures. | <ul style="list-style-type: none"> • Do children understand that sculptures can be made from natural materials? • Can children make simple sculptures using play-dough and sticks? • Can children create a sculpture from provided images? | <ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Sticks, twigs, matchsticks, cardboard squares and play-dough • Frame Instructions (for FSD? activity only) • Image Instructions (for FSD? activity only) |
| Lesson 3 | To be able to make animal pictures with leaves. | Children will explore Rangoli patterns made from flowers and leaves. They will learn how to work with leaves found in the garden to make leaf animal pictures. They will use their fine motor skills to work carefully with fragile materials. | <ul style="list-style-type: none"> • Can children use leaves to create a picture? • Do children use layering and spatial skills to create a picture? • Can children use their imagination to interpret pictures made with natural materials? | <ul style="list-style-type: none"> • Slides • Animal Stencils • Worksheet 3A/3B • Paper and pencils • Nature Tile Instructions (for FSD? activity only) • Clay (for FSD? activity only) • Watered-down white paint (for FSD? activity only) |
| Lesson 4 | To learn how to weave with natural materials. | Children will explore the ancient art of loom weaving and how it is done. They will begin to understand how weaving works and that many fabrics they wear are woven. Children will use natural materials to make a loom frame and create their own weave. | <ul style="list-style-type: none"> • Can children create a basic frame to be used for weaving? • Do children know how to follow instructions? • Can children talk about some artistic methods and techniques and explain what they are used for? | <ul style="list-style-type: none"> • Slides • Teacher Instructions • Weave Challenge Cards • Instruction Card 4A/4B • Ojibwe Story (for FSD? activity only) • Dream Catcher Images (for FSD? activity only) • Dream Catcher Instructions (for FSD? activity only) |
| Lesson 5 | To explore ways of making mandalas | Children will learn about the Indian mandala and why it is important to the Indian culture. They will look at mandala patterns and explore symmetrical designs. Children will use templates and colouring tools to create their own mandalas. | <ul style="list-style-type: none"> • Can children recognise and create patterns? • Do children understand how to make a mandala? • Can children use their fine motor skills to produce attractive pieces of art? | <ul style="list-style-type: none"> • Slides • Challenge Cards 5A/5B/5C • Coloured felts and pencils • Mandala Images (for FSD? activity only) • Plastic bags (for FSD? activity only) • Natural materials (for FSD? activity only) |
| Lesson 6 | To be able to make a collage using natural materials. | Children will explore the collage technique and the types of materials people use to make them. Children will collect their own materials from nature and follow steps to create their own collage of a particular scene. | <ul style="list-style-type: none"> • Can children re-create a scene using natural materials? • Do children know how to solve problems in art? • Can children evaluate their own art work and others? | <ul style="list-style-type: none"> • Slides • Collage Templates • Scene Images • Worksheet 6A • Two Stars and a Wish Cards • United Kingdom Map (for FSD? activity only) |