

Suggested Seasonal Overview for Y2

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
'PLANTS' OPPORTUNITIES THROUGHOUT THE YEAR	<p><u>Explore / first-hand experiences.</u></p> <p>How does a habitat change over the year? What lives in a particular habitat (plants and animals)?</p> <p>Seasons do not always match to what we traditionally call each half term. Seasonal changes are covered in Y1 but revisiting features during outdoor experiences will provide an opportunity for retrieval practice.</p> <p>AUT: Sept/Oct/Nov WIN: Dec/Jan/Feb SPR: Mar/Apr/May SUM: Jun/Jul/Aug</p>					
		<p>OBSERVING CHANGE OVER TIME</p> <p>How long do seeds/bulbs take to grow?</p> <p>Plant bulbs Oct/Nov for observing in SPR1 - Plant at least 2 varieties to offer a comparison. Draw before planting and then record weekly changes in a growth diary/zigzag book when they begin to appear above the soil.</p>	<p>OBSERVING CHANGE OVER TIME</p> <p>How do our bulbs change as they grow?</p> <p>Bulb growth diaries (take measurements of shoot/leaf length and temp)</p> <p>Can we grow our own food to eat?</p> <p>Provide an opportunity to grow and care for an indoor plant such as sweet peppers.</p> <p>OBSERVING CHANGE OVER TIME</p> <p>How do the contents of a compost heap/bin change over time?</p> <p>Link with 'Animals, including humans' unit whenever this is taught. When considering food eaten, also reflect on food waste and start a campaign to encourage composting to reduce food waste.</p>	<p>IDENTIFYING AND CLASSIFYING</p> <p>Can we grow our own food to eat?</p> <p>Decide what to grow and when it should be planted (from the seed packet info). Prepare the plot, digging over the soil and removing any weeds. Use identification charts and prior knowledge from Y1 to name common weeds found.</p>	<p><u>MAIN PLANT UNIT</u></p> <p>How much has our plant grown?</p> <p>Observe plants growing from seed to seedlings with leaves to larger plants.</p> <p>What do plants need to stay healthy?</p> <p>Caring for plants within the school grounds – e.g. bedding plants, classroom/ indoor plants.</p>	<p>Continue... How much has our plant grown?</p> <p>Observe plants growing from seed to seedlings with leaves to larger plants.</p>

<p>'LIVING THINGS AND THEIR HABITATS' OPPORTUNITIES THROUGHOUT THE YEAR</p>	<p><u>Introduction to LIVING THINGS & THEIR HABITATS unit.</u> (Perhaps for 3 weeks only in September)</p> <p>IDENTIFYING AND CLASSIFYING What living things can we spot in our school grounds this month? Introduction to 'what is a habitat' and minibeast spotter sheets:</p> <ul style="list-style-type: none"> – A habitat walks or minibeast safari (exploring soil, under rocks/logs, in cracks/holes) – Recording observations – Features of a minibeast (wings, no of legs, etc.) – Introducing spotter sheets/ identification charts – Draw and annotate what features it has. 	<p>IDENTIFYING AND CLASSIFYING What living things can we spot in our school grounds this month? Revisit the same or a different habitat to record and tally what you find there – different place or different time of the year. Do this in December when the weather is significantly colder. Do they find more or less examples during each visit?</p> <p>OBSERVING CHANGE OVER TIME Is there the same level of light in an evergreen wood compared with a deciduous wood? Try in Dec and then in summer when deciduous trees are back in leaf.</p>	<p>IDENTIFYING AND CLASSIFYING What living things can we spot in our school grounds this month? Opportunity to link to birds and compare this with the number found later in the year. Y2 can campaign to reception to improve the local area for bird feeding over winter.</p> <p>Which natural materials can we put in our school compost heap? How can we sort them? How do worms help our compost heap? Composting opportunity linked to 'Animals Including Humans', food we eat and reducing food waste.</p>	<p>IDENTIFYING AND CLASSIFYING What is living in our vegetable plots? Preparing a planting plot and digging over the soil - opportunity to spot, tally and identify minibeasts found.</p> <p>OBSERVING CHANGE OVER TIME How do birds change as they grow? Set up a live feed to a birdbox camera to observe offspring as they hatch and grow (e.g. BBC Springwatch or RSPB).</p>	<p>OBSERVING CHANGE OVER TIME Is there the same level of light in an evergreen wood compared with a deciduous wood? Try in Dec and then in summer when deciduous trees are back in leaf.</p>	<p><u>MAIN LIVING THINGS & THEIR HABITATS unit continued this half term.</u></p> <p>IDENTIFYING AND CLASSIFYING What living things can we spot in our school grounds this month? Consider visiting a different habitat within the school grounds or an offsite visit e.g. pond, wetland centre, nature reserve. Designing their own minibeast – what features does it have? Identify plants as well as minibeasts in the local habitat using spotter sheets to help with common examples.</p> <p>How can we improve our school grounds for animals?</p> <p>How can we prevent slugs and snails from eating our crops? Children generate a question for investigation such as: -Are there more daisies in the meadow or on the field? -Where do you see more ivy / clover? -Where do you see more slugs? -Where do snails prefer to live? -Which colour caterpillars are easiest to find?</p>
--	--	---	--	--	--	--