

Dore Primary School

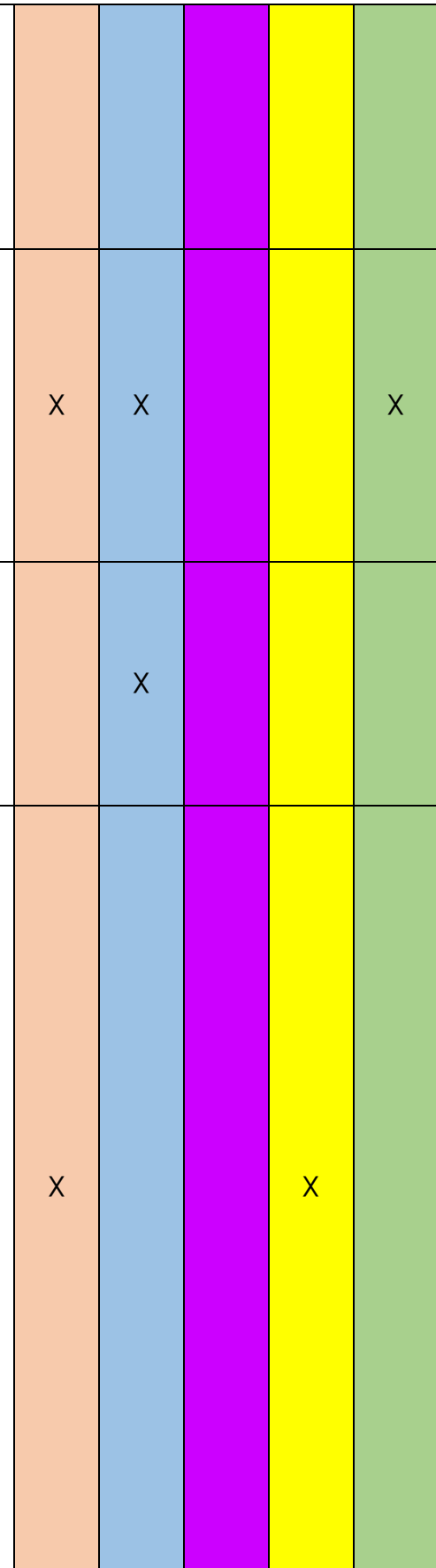
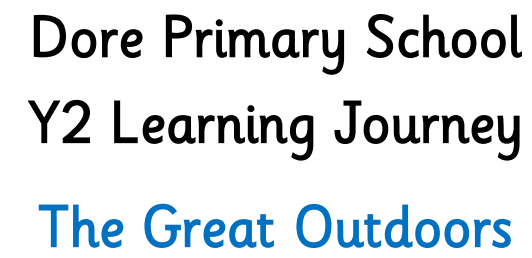
Y2 Learning Journey

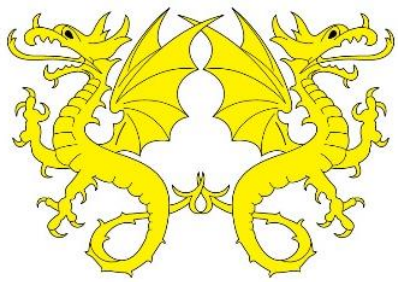
The Great Outdoors



Purpose of Learning Journey END POINTS	Science <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 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 depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. 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.
Links to Prior Knowledge:	Y2 Geography map reading and arial maps, Y1 Science animal and plant identification and classification, Y1 Shirebrook trip (science substantive knowledge about animals), Y2 outdoor learning (Aut term) naming trees. Y2 (Aut1) What humans need to survive. Y2 (Sum 1) Old Hay Brook trip – identifying trees and wildflowers.
Links for Relevance and Currency:	Links to initiatives to encourage more wildlife in Britain, disability needs.
Immersion Event / Activity:	Shirebrook trip, planting beans/outdoor area
Celebration of Learning:	Culmination of the children's learning to produce their own wildlife garden.
English Links:	Instructional texts (planting beans)
Maths Links:	Graphs and tally charts, measuring

Lesson	Subject	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global/ri g hts	TASC
Week 1 Lesson 1	Science	Science: To understand plants. PARTS OF A PLANT <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	Remind children that our outdoor area has lots of things growing in it. Ask them to think about their own gardens – what do they have in them? Show a few plants (and real life ones if possible – can you borrow potted plants from another year group if you don't have any?) and ask chn if they know anything that they all have in common. Ask chn what plants need to grow and put ideas on flipchart. Show video as well. Explain that these plants need water, light and a suitable temperature to grow and stay healthy. Ask children why they might not have grown if we planted them in the winter?	Children will be able to explain plants' needs to grow and thrive. Children will be able to describe how plants need certain environments to survive.		X			

2



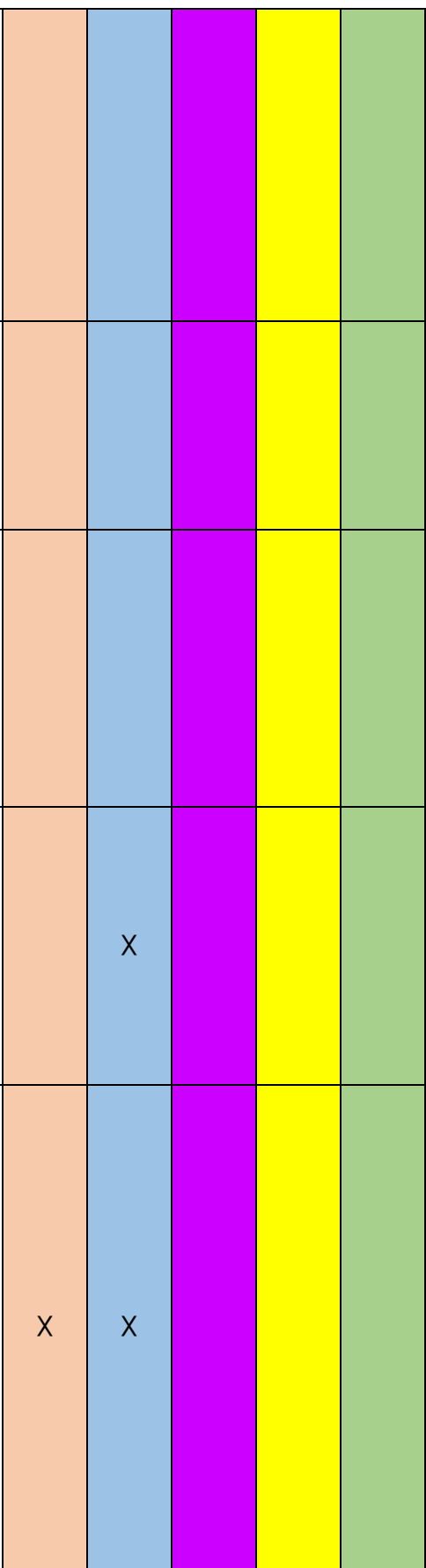
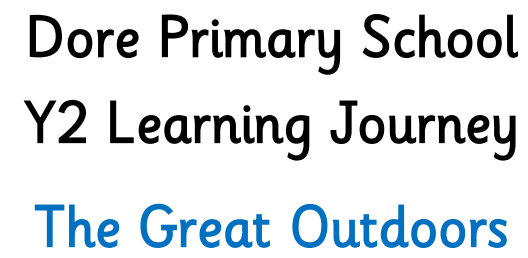
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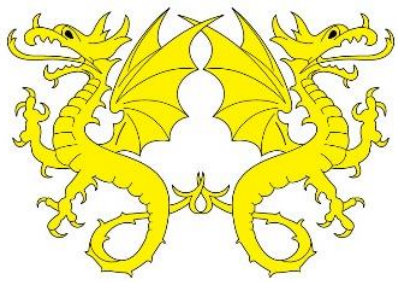
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			herbivores-and-omnivores-powerpoint-t-sc-2549595					
			During ppt, discuss with chn what they are - carnivores, herbivores and omnivores? Why aren't any of them carnivores?					
Week 2 Lesson 2	Science	Science: To investigate living things. HABITATS • 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 depend on each other.	Ask chn: what is a habitat? Chn to identify the best habitat for a selection of animals in each category, including humans. Chn to look at pictures and discuss with a friend.	Children will have a secure understanding of the needs of animals and humans, and how these needs can be met.		X		X
Week 2 Friday	Outdoor Learning (Science)	Science: To investigate living things • Identify and name animals (minibeasts). • 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 depend on each other.	Children go on a minibeast hunt in the school grounds. Children create a tally chart applying their learning from maths lessons. Children compare the minibeasts found in the school grounds to those at Shirebrook Valley (trip earlier in the week). Apply learning about habitats and why there are differences. SAVE TALLY CHARTS FOR NEXT WEEK'S LESSON.	Children know that most living things live in habitats to which they are suited. Children can compare different habitats and how this affects minibeasts in a particular location.		X		
Week 3 Lesson 1	Science	Science: To investigate living things. FOOD CHAINS • 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 depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • 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.	Recap previous weeks' learning. Ask chn: why is an animal's habitat important? Recap food chains (Y1 learning). Use this resource: https://www.bbc.co.uk/teach/class-clips-video/science-ks1-the-food-chain/zbr8d6f9:~:text=A%20food%20chain%20shows%20how,using%20sunlight%2C%20water%20and%20air. Chn create a simple food chain for native British wildlife using their knowledge of carnivores, herbivores and omnivores. Have pictures on board as prompts. Chn to draw food chains in books, with labels to show energy transferring. B: Provide chn with all parts of food chain. Can they put them in order?	Chn will be able to 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.				X



			A: Provide chn with one part of food chain (e.g. consumer). Can they complete the food chain? D: Chn to create a food chain for a herbivore, a carnivore and an omnivore. Plenary: Can chn spot what is wrong with food chains on IWB? (deliberately put something incorrect in a couple of different food chains).						
Week 3 Lesson 2	Computing	Computing 2.2- what is a branching database?	Explain that we use branching databases to identify things and people. Pupils can create a branching database using pre-prepared images and questions.	I understand that we use databases to store data and help us find out information					
Week 3 Lesson 3	Computing	Computing 2.2- what is a branching database?	Search a given branching database to identify different objects. Plan, create and test a branching database using a sequence of yes/no questions, using a bank of images provided.	I understand that we use databases to store data and help us find out information. They can identify an object using a branching database, and recognise an error in a branching database.					
Lesson 3 Friday	Outdoor Learning (Science)	Science: To investigate living things 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 depend on each other. Science: To work scientifically Gather and record data to help in answering questions.	Review children's findings from minibeast hunt. What did they see? Why? Children use Purple Mash (2graph) to create a bar chart of their findings. Children discuss their findings. How does the bar hart help us a scientists?	Children can discuss their findings using a bar chart. Children can explain their findings using substantive knowledge about habitats.		X			
Week 4 Lesson 1	Science	Science: To investigate living things. HABITATS (2) • 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 depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different	Recap mini beast hunt – what did chn see most of? Can they suggest why? Did chn see many bees? Why/why not? Is the wildlife garden a suitable habitat for bees? Use this resource to explain the importance of bees: https://www.twinkl.co.uk/resource/-all-about-bees-powerpoint-t-tp-1646314536 Chn to work in 3s/4s to create an (A4/A3?) poster about bees and why they are so important. This resource pack might also be useful:	Children will have started to recognise and understand the importance of bees. Children will have started to understand the impact that humans are having on wildlife.	X	X			



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The Great Outdoors



		sources of food.	https://www.twinkl.co.uk/resource/all-about-bees-resource-pack-ks1-t-tp-2549914						
Week 4 Lesson 2	Science	Science: To investigate living things. P4C – WILDLIFE/NATURE • 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 depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals	Recap learning from the week as a class. Why are bees and hedgehogs in danger? What can we do to help? P4C: Should we help wildlife or should we let nature fight for itself?	Children will have thought deeply about the impacts of humans on nature.	X		X	X	
Week 4 Lesson 3	Science	Science: To understand plants. OBSERVING PLANT GROWTH • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Children observe and record the growth of: <ul style="list-style-type: none">• Beans• Plants in outdoor area (harvest if ready?)• Plant with no light• Plant with no water	Children know what plants needs to survive.	X	X			
Week 4 Friday	Outdoor Learning (Science)	Science: To understand plants Identify and name a variety of plants (trees) using their leaves.	Recap trees that children can identify and name. Look at a selection of common trees present in the school grounds and how we can identify them by their leaves – sycamore, horse chestnut, oak, common lime, ash & elder. Children collect a leaf from each tree (this will be used as part of our art learning next week).	Children can identify and name: sycamore, horse chestnut, oak, common lime, ash & elder trees.		X			
Week 5 Lesson 1	Art	Respond to ideas and starting points. Explore ideas and collect visual information.	Children discuss and learn about pattern. They explore the outdoor space and look for patterns in nature. Can they make a pattern or collect rubbings? Children explore and discuss how pattern is used in art.	Children understand pattern and how it can be used in art.	X				
Week 5 Lesson 2	Art	Explore different methods and materials as ideas develop. Use repeating or overlapping shapes. Mimic print from the environment. Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.	Introduce children to printmaking. Explore different examples and look at the work of artists. Discuss how the artwork was created and what techniques were used. Children spend time exploring different techniques of printing and plan what they will use for their final piece of art.	Children can discuss art and identify techniques.	X				
Week 5 Lesson 3	Art	Use some of the ideas of artists studied to create pieces.	Children apply their skills and knowledge to create a print inspired by patterns in nature.	Children can make a print with pattern.	X				

