

## Theme: Let's Get Growing

Year 2 Spring 2

Learning Intentions	Content / Activities	Resources / ICT	Monitoring / Evaluation Assessment
<p><b>Pupils will know about changes and growth that occur in Spring (G)</b></p>	<p><b><u>Activity 1:</u></b>  <b><u>Introduction:</u></b>            Talk to the children about the seasons. What season has just started? How do we know that Spring has arrived? Talk to the children about the signs of Spring and the growth and changes that happen in Spring.  <b><u>Activity:</u></b>            Class discussion: What do you know about spring? Add these statements to the learning board. With the children ask them what would they like to learn?  <b><u>Conclusion:</u></b>            Finish the lesson by showing the children the PowerPoint on Spring-focusing on the flowers in Spring, baby animals in Spring and weather in Spring.</p>	<p>Springtime photos on PowerPoint (In year 2 folder, Public drive)</p> <p>Planning Board</p>	<p>Self and peer assessment.</p> <p>Use a range of effective questioning techniques.</p> <p>AfL</p> <p>Monitoring of WAU books across the year band.</p>
<p><b>Children will know what grows and what doesn't grow (G)</b></p>	<p>Activity 2  <b><u>Introduction:</u></b>            Recap on lesson one discussing the growth and signs of Spring. Look at different objects and talk about them. Using sorting hoops, the children will sort the objects into what grows and what doesn't grow. Talk to the children about what each thing grows from.  <b><u>Activity:</u></b>            Children will cut out the different objects and stick them into their books on the correct part of the Venn Diagrams.  <b><u>Conclusion:</u></b>            Recap with the children on what grows and what doesn't grow.</p>	<p>Sheet of objects of living and non-living things to sort</p>	

<p><b>Children will know how plants and flowers grow from seeds. (S &amp; T)</b></p>	<p><b><u>Activity 3</u></b>  <b><u>Introduction:</u></b>  Discuss what grows and what doesn't grow recapping on prior knowledge. Discuss with the children if there is anything that we can do to observe growth and change over time?  <b><u>Activity:</u></b>  Tell children that they are going to plant a seed. The children will talk about what they need before they start. The teacher will demonstrate how to plant a seed in our root window with the children planting their own seed after in their own pots. The children will fill in their experiment in their books. They will draw what they needed and what they did. In the prediction box, they will predict how they think their seed will grow.  <b><u>Conclusion:</u></b>  To end the activity, the children will recap on what they did, looking at photographs of the activity and discuss their predictions before singing planting a bean.</p>	<p>Soil  Bean seeds  pots  Root window  My Experiment  record sheet</p>	
<p><b>Children will know what plants need to grow. (S&amp;T)</b>  <b>Children will know the parts of a plant (S&amp;T)</b></p>	<p><b><u>Activity 4:</u></b>  <b><u>Introduction:</u></b>  Recap on the previous lesson on planting a seed. Talk to the children about how the seed will grow. Children will look at their pots they planted in the previous lesson and observe any changes that have occurred.  <b><u>Activity:</u></b>  Show the children the PowerPoint on the parts of a plant. Discuss the different functions of each part with the children and why each role is important. Children will label the different parts of a plant.  <b><u>Conclusion:</u></b>  Recap with the children the different parts of a plant. Children will talk about what is needed for a plant to grow. To illustrate how water is so important, using celery/white carnations, water and food colouring, set up an experiment to see what happens the food colouring. Ask the children for predictions. Take photographs for comparison with the celery/flowers the next day.</p>	<p>Parts of a plant  worksheet  Celery or white  carnations  Water  Food colouring  PowerPoint on  parts of a plant  (In year 2  folder, Public  drive)</p>	

<p><b>Children will know how plants and flowers grow from seeds. (H, S&amp;T)</b></p>	<p><b><u>Activity 5:</u></b>  <b><u>Introduction:</u></b>  Recap on last week's lesson and look at our celery stick/flowers. What do we notice? Did anyone predict correctly? Explain that today we are going to look at the lifecycle of a plant.  <b><u>Activity:</u></b>  Discuss with the children how a plant grows from a seed. Show the children a video on how a seed grows. Get the children to act out growth by curling up into a ball, to becoming a bud; they're a shoot until they are standing up tall and straight for the plant. Children will cut and stick the lifecycle of a plant into their books. More able children will write a sentence to match each of the stages  <b><u>Conclusion:</u></b>  Children will recap on the lifecycle of a plant. They will look at their plant and discuss any changes. They will record this in an iBook.</p>	<p>Video on how a seed grows</p> <p>Sequencing how a bean grows worksheet</p> <p>Powerpoint (In year 2 folder, Public drive)</p>	
<p><b>Children will become familiar with the lifecycle of a frog (H, S&amp;T)</b></p>	<p><b><u>Activity 6:</u></b>  <b><u>Introduction:</u></b>  Look at the model frogs. Class discussion on what the children know about frogs. Read the text together and discuss the main stages of the lifecycle.  <b><u>Activity:</u></b>  Children will draw the 4 main stages of the lifecycle of a frog using iPad drawing app. They will use these drawings to make an iBook showing the lifecycle. They will add text or record narrations as appropriate.  <b><u>Conclusion:</u></b>  Children will share their iBook with their peers on the IWB</p>	<p>Frogs flipchart (In year 2 folder, Public drive)</p> <p>iPad for iBook</p> <p>model frogs and lifecycle images for children to use in their iBook</p>	