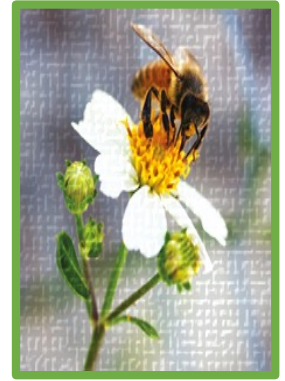# Flowers and Insects
## Year 2 Term 1.2

**Dear Parents,**

Over the next 7 weeks Year 2 will be following a unit of work on a theme that focuses on 'Flowers and Insects'. This unit of work is part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

1. The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child's own country. In many cases, the learning goals are more challenging.
2. Personal development – the characteristics which will help children become more responsible, independent learners.
3. International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects. During this unit we will be focusing on Science, Geography, Art, Music, Society and International.

The **Big Question** we have for this unit, that we will use to thread all of their learning together is:

## Do we need flowers and insects?

The **Big Idea** for this unit is:

**Have you seen any flowers today? Where did you see them? Have you seen any insects? Where did you see them? Flowers and insects need each other. Without insects there would be no flowers. And without flowers insects would go hungry.**

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking to see how well your child has learned through particular activities and asking children to explain their work, perhaps to you. We already know the interest you take in your child's work. If you can, please discuss with your child the work they have done as the term progresses and let them teach you. If your child has some work to research, please help them, but without actually doing the work. If you have the chance to further their interest in the ideas of this theme please take it, but your enthusiasm and interest is most important. By the end of the unit, we hope your child has achieved all of the learning targets and has had an enjoyable time in the classroom.

Thank you for your continued support.
**The Year 2 team**

Through the lens of **Science**, we will be learning:

-About the basic conditions needed for flowers and insects to survive
- About the differences between living things and things that have never been alive
-That living things grow and reproduce
-How to sort living things into simple groups
-Where flowers and insects prefer to live and grow
-How and where seeds grow
-How to set up tests to discover how plants use light
-How to grow lots of things
-About the life cycle of insects
-About ants and bees
-That the features of the school environment affect the types of living things found there.

In **Geography**, we will be learning:

• About the weather and climatic conditions in particular localities and how they affect the environment and the flowers and insects living there. In particular, we will learn about Arctic, Rainforest, Temperate Forest and Desert habitats.

In **Art**, we will be learning:

• About paintings of flowers and insects
• How to make paintings of flowers (Claude Monet)
• How to use symmetry to make paintings of insects

In **Music**, we will be learning:

• A number of pieces of music associated with flowers and insects

In **Society**, we will be learning:

• About looking after insects

In **ICT**, we will be learning:

• About making classification keys using the application Poplet
• About how we can share our learning using SeeSaw
• How to take good photographs of plants and insects and then edit and improve these.
• How to enter pre-recorded data into a spreadsheet (e.g. copying a table of information such as a simple survey)

In **International**, we will be learning:

• About flowers and insects from the host and home countries
• About how climate and weather patterns affect life around the world
• About flowers as emblems for different countries

Our skills assessment focus will be on:
Art 1.02-Be able to use a variety of materials and processes.
Science 1.04-Be able, with help, to conduct simple investigations, focusing on aspects 7 and 8:
      7- Be able to make simple comparisons, identifying similarities, differences and simple patterns.
      8-Be able to record and communicate their observations - orally, in writing and through ICT.

# Learning Goals

Art Learning Goals

1.01 Know about some of the forms used by artists in their work 1.02 Be able to use a variety of materials and processes 1.03 Be able to suggest ways of improving their own work 1.04 Be able to comment on works of art 1.05 Understand that the work of artists can be seen in a wide variety of places and situations

Geography Learning Goals

1.04 Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there 1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context 1.12 Be able to use secondary sources to obtain simple geographical information 1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways

International Learning Goals

1.01 Know that children within the class and school have different home countries 1.02 Know the names and approximate locations of the home countries of children within the class (and/or school) 1.03 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country 1.04 Be able to respect one another'-s individuality and independence 1.05 Be able to work with each other where appropriate

Music Learning Goals

1.02 Know a number of other pieces of music 1.03 Know how a number of musicians including some from their home country and the host country use musical elements to create different effects and for different purposes 1.04 Be able to recognise and explore ways in which sounds can be made, changed and organised 1.06 Be able to play simple rhythms with a steady beat 1.10 Be able to listen carefully to pieces of music and comment on them 1.13 Understand that musical elements can be used to create different effects

Science Learning Goals

1.01 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement 1.02 Be able to pose simple scientific questions 1.03 Be able to identify ways of finding out about scientific issues 1.04 Be able, with help, to conduct simple investigations 1.05 Be able, with help, to gather information from simple texts 1.06 Know about the basic conditions needed for living things to survive 1.07 Know about the differences between living things and things that have never been alive 1.08 Know that living things grow and reproduce 1.09 Know that the features of the school environment affect the types of living things found there 1.10 Be able to sort living things into simple groups 1.11 Be able to recognise living things in the school environment 1.12 Understand that different locations support different living things 1.14 Know the names and characteristics of a range of animals 1.20 Know the names of the parts of plants 1.21 Know that seeds grow into plants 1.22 Know that plants need light to grow 1.23 Know that plants need water to grow

Society Learning Goals

1.06 Understand that they belong to a number of groups (e.g. family, school, nation)

ICT Learning Goals
1.O3 Be able to use programmes, apps and computer networks to find, organise and classify information.
1.04 Be able to use ICT to present information.
1.08 Be able to describe what they have done.