

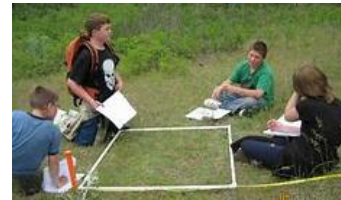
Year 2 – Summer 2 – ‘Gardens and Allotments’

NC Science =

Pupils should be taught to:

- 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

Vocabulary – habitats, food chain, energy, transfer, predators, growth, germination, planting, edible, mini-beasts, habitat



I can investigate which plants grow in our school field TAF 2

In rainbow groups work collaboratively to identify and name the flowers on the sheets.

Write the name of each plant in the box above the photograph.

Plan an investigation:

Questions for children to think about when planning this investigation. *Where do we find plants? Where could we look for plants in our school environment? What plants do you think we will find?*

Produce results: Chn to present result in a table on their findings.

Use these plant identification sheets in our three different environments to identify the plants that you find and where you found them. Write underneath the plant name and picture the place you found them e.g. field, garden, playground, in the grass etc.

Provide a conclusion

Chn to explain their findings using scaffold sheet sentence starters and year 2 skills.

I can understand the process ‘farm to supermarket’

Chn to discuss with oracy partners how we receive food in our supermarkets – ‘Farm to supermarket’ display this phrase.

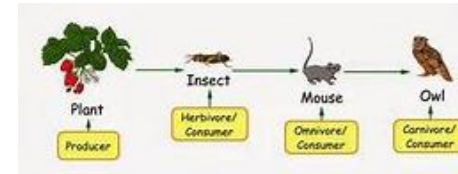
Chn to watch video of food being grown, harvest, packaged, transported and on to our shop floors.

[Crunchy carrots: from farm to fork – video](#)

Tesco Farm to Fork – growing vegetables on a bigger scale – how do supermarkets get their vegetables? Machinery/processes/weather /pesticides/organic/importing food from abroad – areas to think about for topic of oracy.

Produce results / Provide a conclusion

Outcome – Poster/ PowerPoint in mixed attainment pairs.



I can explore and understand the purpose of food chains TAF 2

A food chain is a sequence of events in an ecosystem, where one organism eats another. It begins with a primary source like the sun which is followed on by consumers and predators – recap this from AUT 1 and 2

[BBC Bitesize Food chains](#) – from www.bbc.co.uk

[Vivaldi's Four Seasons to play during Food Chain Dance](#) – from www.Youtube.com

Moving learning on to areas below:-

Different environments – under the sea, rainforests
Healthy eating – meat/protein/different diets



NC Working Scientifically (UKS1) =

- Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.
- Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy

I can taste and conclude the growth of my window box TAF 1

Produce results: chn to provide table to complete over 4 weeks.

Chn will make a sandwich for the picnic including the plants they have grown.

- Lettuce
- Spring onion
- Radishes

Chn will experience having picnic with their class this could take place on playground or field or at the park (team time).

Provide a conclusion: Chn explain their recommendation in writing based on their findings and explain which plant grown the best and why also which plant didn't grow as well- what affected the growth? What would they do different next time?

Chn will also summarise the taste quality of their plants which they have grown. Recommendation for next time.



I can design a suitable window sill garden box TAF 1

Chn to design a wooden planter for classroom windowsill to grow – lettuce, radishes and spring onion.

Chn will need to think about suitability for plant's needs – water, sunlight and warmth.

Chn to watch video clip to support design and product

[Tips for designing a children's allotment](#) – from www.nsalg.org.uk

[WK1 and 2 linked together for whole experiment ready for picnic WK6](#)



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