

# Jennett's Park Creative Journey Planner YEAR 2 TERM Summer 2

## *Empowering our children to flourish and achieve under God's love*

**Name of Unit:** Animals and plants around the world

**The Context (Why):** To gain an understanding of the creatures and their part of our world.

<p><b>They need to know and understand:</b>          Comparing and contrasting plants and animals in different geographical areas of the world.           Animals habitats           Creatures and their food chains</p>	<p><b>Educating for Wisdom, Knowledge and Skills</b></p>	<p>To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.</p>
	<p><b>Educating for Hope and Aspiration</b></p>	<p>To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds</p>
	<p><b>Educating for Community and Living Well Together</b></p>	<p>To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.</p>
	<p><b>Educating for Dignity and Respect</b></p>	<p>That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.</p>

**Immersion Activity- What do they need to know? How are you going to start with a bang?**

Frogs attack on our school!

Now Press Play

**The Challenge or Big Questions**

Why is it important to know about this part of our world?

How would protect our planet?

Should Humans eat animals

**Real life context and links to Wider World (International/ Charity/ World of Work)**

Endangered animals

Veganism/ Vegetarianism

- Activities (Possible Route of learning)**
1. Introduce UK wildlife through Frogs (Tuesday book).
  2. Welly Wednesday Bug hunt/ Bird watch.
  3. Comparing and contrasting animals and plants around the world
  4. Creating a Non- Chronological report
  5. Creating postcards from around the world

**Trips/ Visits / Experiences**

Virtual Zoo trip

Link to Welly Wednesday – Bug hunt/ Bug hotels

Adopt a sea turtle

### Challenge 10 activities

Visual thinking – what best represents...

Ordering ideas/images from best to worse and chronologically

Bagel thinking

### Oracy Links

Performance-Reciting story maps and Echo reading. Practising tone, speed and body language.

Communicating with others- Every voice is valued -Tasks to decipher topic vocab and organising information about castles/ history period. Speak like an expert.

Debate- Should we eat animals? Should we cut down trees?

### Vocabulary

Rainforest, deforestation, habitats, endangered, vegetarian, veganism, mini- beasts, amphibians, arachnids, reptiles, mammals,

### Literacy, Maths and Computing Links

Now Press Play

Research on animals around the world

Links to Tuesday, Enchanted wood, non-fiction, Meerkat Mail

### How we will cover Owl Learning Behaviours and Rainbow Values in this journey

C - *Collaboration*

O - *Optimism*

P - *Perseverance*

P - *Pride*

I - *Independence*

C - *Challenge*

MD - *Managing Distractions*

♥Love ♦Honesty 🏛️Respect 🕊️Peace

🙏Forgiveness 🕒Patience 🤝Support

😊Kindness & Joy

### Final Quality Products

Bug hotel

Art work based on Rousseau

Badges

### Home Learning

Home learning grid based on animals and plants.

### How to Share and Celebrate Success

Seesaw

Displays in classroom

Newsletter