

Year 2	<b>SEQUENCE OF LEARNING</b>					
Summer Term 2	<p><b>Enquiry Question: <i>Why are bees so brilliant?</i></b>  <i>Does our question give the children a real sense of what they will be exploring and finding out about? It should engage them in thinking about the ways in which they might answer it or go about finding answers. Consider the best order for your enquiries and it fits the time of the year. Think about the location and cultural context of our school. Does it coincide with particular events or festivals and is relevant to our community?</i></p>					
	<p><b>Harmony Principle: <i>Interdependence</i></b>  <i>Does this principle existing in nature integrate into our learning and help develop an understanding of how the world works?</i></p>					
	<p><b>Great Work: <i>Bee-tastic Picnic</i></b>  <i>A purposeful outcome of the learning and a celebration of what has been learnt. Generate a sense of excitement, achievement, pride. The outcome can be shared so we need to adjust our thinking in the current situation.</i></p>					
	<p><b>Partners in Learning:</b>  <i>Who can enrich and add value to an enquiry?</i></p>					
	<p><b>Sustainability theme: <i>School Grounds</i></b>  <i>What can we learn from this principle of harmony that helps us to live more sustainably? This is ultimately the learning goal of a harmony curriculum.</i></p>					
<b>Weekly Questions</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Geometry</b>	What are the stages of a bee life cycle? (creating a diagram based on a circle)	What are the parts of a bee's body? (exploring the symmetry and proportions of bees)	How can we create a hexagon using a compass?	How can I draw a flower using a circle template? (constructing simple three or four-petalled flowers)	How can I draw a six-petalled flower using a compass? (constructing six-petalled flowers based on hexagons)	How can we use hexagons to make a honeycomb design? (exploring tessellation using hexagons)
<b>Outdoor Learning</b>	How many types of shelter can you think of? What	How can we create a shelter using the	How can we create a sturdy shelter?	How can we make the shelter stronger?	How can we resolve any problems we have	How can our shelter be improved?

<b>Structures and shelters</b>	makes a good shelter?	materials we have?			when building our shelter?	
<b>Science</b>	What jobs do bees do in a beehive?	What do bees need to stay healthy?	What are the different parts of a flower?	How do bees pollinate flowers?	Why are there fewer bees?	What can we do to help bees?
<b>Jigsaw Changing me</b>	Where do we see changes in nature (in relation to lifecycles)?	How do you feel when change happens, e.g. growing from young to old?	How have I changed since I was a baby?	What are the physical differences between boys and girls?	Who would you ask for help if you were worried about change?	What are you looking forward to when you are in Year 3?
<b>Geography -</b>	What can we see and label on an aerial map of our school grounds?	How can I map the routes bees take from flowers to hive?	Which places in the school grounds are bee-friendly, and which aren't?	How can we create more bee-friendly environments?	What are the daily weather conditions over a week and how do they affect bee activity?	Which days were the best days for bee pollination and nectar gathering? Why?
<b>DT</b>	What are the features of different bee hotels?	What will I include in my design for a bee hotel? What materials and joining techniques will I use?	How well can I follow my design to create a bee hotel? (1)	How well can I follow my design to create a bee hotel? 2	How helpful was my design? What am I pleased with in my finished bee hotel?	How can I present my design project to others?
<b>Harmony Principle Interdependence</b>	<b>How do bees work together in a hive?</b>	<b>What do bees need to stay healthy?</b>	<b>What makes some flowers bee-friendly?</b>	<b>Why do flowering plants need bees?</b>	<b>What harms bees?</b>	<b>What can we do to protect bees?</b>
<b>Computing</b>	Rising Stars 'We are zoologists.' How can we use a classification key to identify bugs?	Rising Stars 'We are zoologists.' How can we record our findings from a bug count?	Rising Stars 'We are zoologists.' Why are photos a useful addition to a classification chart?	Rising Stars 'We are zoologists.' Which chart is the most suitable for displaying our data and why?	Rising Stars 'We are zoologists.' How can we display the information about where the bugs were found?	Rising Stars 'We are zoologists.' How does the data we have collected compare with national bug surveys?

<b>Art</b>	How can I use shadow to help me when drawing?	How can I use shadow to help me recreate a flower when drawing?	How can I create different shades of colour?	How can I add water to my painting to change the tone of my painting?	Which are the most effective colours to add to my painting?	What do I like about my painting? How would I improve it?
<b>Texts</b>	The Promise		The Bee who Spoke	Bog Baby	The owl and the Pussy Cat	

[https://www.teachprimary.com/learning\\_resources/view/ks1-and-ks2-art-be-inspired-by-nature](https://www.teachprimary.com/learning_resources/view/ks1-and-ks2-art-be-inspired-by-nature)