



Year 2 Planning Overview			
	Autumn	Spring	Summer
<b>Topic title</b>	<b>London's Burning!</b>	<b>Location, Location, Location New Delhi – ASHA/ Leicester</b>	<b>Rainforests</b>
<b>Drivers (past present future)</b>	<p><b>Past:</b> What happened during the Great Fire of London?</p> <p><b>Present:</b> How are buildings more protected from fire? (sprinklers, smoke alarms, materials for building)</p> <p><b>Future:</b> How can we prevent fires from happening?</p>	<p><b>Past:</b> How did we discover the continents and oceans of the world? (link to y6)</p> <p><b>Present:</b> How do we know about the world today? (link to tv, internet etc)</p> <p><b>Future:</b> What do we think the world would be like if everyone had shelter and could go to school?</p>	<p><b>Past:</b> What were the rainforests like in the past?</p> <p><b>Present:</b> Why are the rainforests shrinking?</p> <p><b>Future:</b> How can we save the rainforests for future generations?</p>
<b>Global themes covered</b>	<p><b>Technology</b> – how can technology help to keep us safe from fire?</p> <p><b>Being Healthy</b> - Are some breads healthier than others?</p>	<p><b>Human Rights</b> – everyone has the right to shelter and education – ASHA link</p> <p><b>Aspiration</b> – how does school help us to get ready for a job?</p>	<p><b>Environments</b> – The amazon are the lungs for the earth, what does that mean?</p> <p><b>Equality and Diversity</b>– why do they cut the forest down? Do we need palm oil? link to farming</p>
<b>Charity Link</b>	ASHA		

<b>Visit/ experience linked to the topic</b>	Warburtons Burning of the replica	Temple – Melton Road ASHA talk from David Briggs/ Talk with Shiv	Animal Experience (reptiles) School birdhouse
<b>Hook</b>	Model houses - burn	ASHA talk?	<b>Visit reptile house at a zoo?</b> <b>Growing plants?</b> <b>Planting a tree together?</b>
<b>Overall outcome for topic (showcase)</b>	<b>Who's house is this gameshow with parents - guess the house from the clues.</b>	<b>Parent event with enterprise project (sale)</b>	<b>Parent event: presentation to parents on the products that use palm oil and why they should use other things leading to making soap: <a href="#">Which Everyday Products Contain Palm Oil?   Pages   WWF (worldwildlife.org)</a> <a href="https://tinkerlab.com/soap-making-experiments/">https://tinkerlab.com/soap-making-experiments/</a></b>
<b>Key Texts</b>	<ul style="list-style-type: none"> <li>• Vlad and the Great Fire of London</li> <li>• World in Danger by Frankie Morland</li> <li>• Mr Wolf's Pancakes (tales with a twist similar to Little red Hen)</li> <li>• Also tales with a twist = Pigs Might Fly by Jonathan Emmett,</li> <li>• Into the Forest/Tunnel by Anthony Browne</li> <li>• The Great Fire of London 350<sup>th</sup> Anniversary</li> <li>• Biscuit Bear</li> <li>• Mr Wolves' Pancakes</li> <li>• Little Red Hen</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Grandad's island (topic book)</li> <li>• George's marvellous medicine</li> <li>• The Twits</li> <li>• Dear Greenpeace (letter writing: revisit y1 letters)</li> <li>• Meerkat Mail (letter/ postcard writing)</li> <li>• Little Red Riding Hood was Rotten</li> <li>• The Big Bad Pig</li> <li>• The Same but different</li> <li>• The Tiger Skin Rug</li> </ul>	<ul style="list-style-type: none"> <li>• The diary of a killer cat.</li> <li>• The Hodgeheg</li> <li>• Fantastic Mr Fox</li> <li>• Dear Greenpeace</li> <li>• Handa's Surprise</li> <li>• The Green, Green Forest</li> </ul>
<b>English/Phonics</b>	<b>Colourful Semantics (till half term):</b> descriptive writing (characters and settings) linking to Literacy Shed <b>TfW poetry</b> – learn a poem to perform <b>Recount</b> (Samuel Pepys Diary)	<b>Posters (non-chorological report)</b> about Leicester to send to children in India – linking to Same but Different book <b>Narrative</b> – retelling a story (looking at planning - story maps and mountains)	<b>Twisted Tales</b> - focusing on settings <b>Letter</b> to naturalist <b>Acrostic poem</b> – RAINFOREST Information text – Headings and diagrams to support parent event

### The Big Idea: Long Term Learning Journey – Year 2

	<b>Instructions</b> – how to make bread <b>Drama</b> – Christmas Show	<b>Recount</b> – trip to Melton Road	
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**History****National Curriculum Objectives**

- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented

**Pupils should be taught about:**

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

**Granular Knowledge**

- I know words and phrases like: before, after, past, present, then and now
- I can use words and phrases like: before, after, past, present, then and now when talking about the past
- I can recount the life of someone famous from Britain who lived in the past
- I can explain what they did earlier and what they did later
- I can research the life of a famous person from the past using different sources of evidence
- I can order events in a sequence
- I can answer questions using books and the internet
- I understand how the lives of significant individuals have impacted upon national achievements (fire brigade)

**Challenges**

- I can explain and summarise significant events of people and the past
- I can present a viewpoint and give reasons why an event occurred

**Geography****National Curriculum Objectives****Locational knowledge**

- name and locate the world's seven continents and five oceans

**Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Human and physical geography**

- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

**Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

**Granular Knowledge**

- I can use geographical words
- I can say what I like and do not like about the place I live in
- I can say what I like and do not like about a different place
- I can describe a place outside Europe using geographical words
- I can describe some of the features of an island
- I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley
- I can name the continents of the world and locate them on a map

**Science Animals****National Curriculum Objectives**

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**Granular Knowledge**

- I can order the basic stages in a life cycle for animals, including humans
- I can describe the importance of exercise for humans
- I know what a balanced diet is
- I can explain what good hygiene is
- I can explain the basic stages in a life cycle for animals, including humans
- I can describe what animals and humans need to survive
- I can describe why exercise, a balanced diet and good hygiene are important for humans

**Challenges**

- I can explain that animals reproduce in different ways

			<ul style="list-style-type: none"> <li>I can name the world oceans and locate them on a map</li> <li>I can explain how jobs may be different in other locations</li> <li>I can explain how an area has been spoilt or improved and give my reasons</li> <li>I can explain the facilities that a village, town and city may need and give reasons</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>I can use a range of geographic evidence to make predictions</li> <li>I can make comparisons between people and places and explain my reasons</li> </ul>	
	<b>Subject outcome 1</b>	<b>History:</b> diary of Samuel Pepys	<b>Geography (3 weeks?):</b> double page spread 'Same but Different' page to compare Leicester and New Dehli	<b>Science (animals):</b> design a Joe Wicks style workout routine which will help to keep their friends healthy and record it

	Block 2	<p><b>DT Food</b></p> <p><b>National Curriculum Objectives</b></p> <p><b>Cooking</b></p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can cut food safely</li> <li>• I can describe the ingredients I am using</li> <li>• I know what makes a balance diet (science link)</li> <li>• I know where food comes from</li> </ul> <p><b>Challenges</b></p>	<p>PHSE: Diversity &amp; Communities &amp; Drug Education</p> <p>Section A - Exploring my Identity 5</p> <p>1. To begin to understand what builds their sense of identity through exploring similarities and differences. (RR)</p> <p>2. To begin to understand that perceptions of gender may limit personal expression and choice. (RR)</p> <p>Section B - Valuing Difference 8</p> <p>3. To express their family’s structure, traditions, culture and beliefs and recognise that other families are different. (FP)</p> <p>4. To recognise different groups they belong to and the different backgrounds of people they know. (RR)</p> <p>5. To understand how people might be affected by stereotypes. (RR)</p> <p>Section C - Exploring my Community 10</p> <p>6. To understand what ‘my community’ means and the benefits of belonging to community groups. (MW)</p> <p>7. To know about people who help different groups in their community. (MW)</p> <p>Section D - Understanding the Media 13</p> <p>8. To begin to understand the role of the media in their local community. (MW)</p> <p>Section E - Caring for the Environment, Animals and Plants 15</p> <p>9. To know how to care for animals and plants in their own environment.</p> <p>10. To know how they can help look after the school environment. Section A - Drug Types And Effects 4</p>	<p><b>Science –Living things and their habitats</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can identify and name plants and animals in a range of habitats</li> <li>• I can match living things to their habitat</li> <li>• I can identify things that are living, dead and never lived</li> <li>• I can name plants and animals in a range of habitats</li> <li>• I can name some different sources of food for animals</li> <li>• I know what the word habitat means</li> <li>• I can describe how a specific habitat provides for the basic needs of things living there (plants and animals)</li> <li>• I can describe how animals find their food</li> <li>• I can explain a simple food chain</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• I can name some characteristics of an animal that help it to live in a particular habitat</li> <li>• I can describe what animals need to survive and link this to their habitats</li> </ul>

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			<p>1. To know basic information about how substances enter the body and their effects. (DAT) Section B - Medicines 5</p> <p>2. To develop understanding of and attitudes towards medicines – how they can be helpful and their possible risks. (DAT)</p> <p>3. To develop understanding of and attitudes towards health professionals. (DAT)</p> <p>4. To understand reasons why many people have injections, including childhood immunisations. (HP)</p> <p>5. To recognise that there are ways to feel good and better without taking medicines. (DAT) Section C - Other Substances 8</p> <p>6. To understand that all drugs and many household substances can be harmful if they are used incorrectly. (DAT) Section D - Risk, Influences And Support 9</p> <p>7. To be able to identify situations where risky substances are present and be able to ask for advice or say 'No, I won't'. (DAT)</p> <p>8. To recognise persuaders and pressure in risky situations. (MW)</p>	
	<p>Subject outcome 2</p>	<p><b>D&amp;T:</b> Make Bread (link to Warburtons)</p>	<p><b>PSHE:</b> <b>Invite someone from the community e.g. a nurse to talk about their role in the community and the role of medicines.</b></p>	<p><b>Science (Habitats):</b> write to naturalist (David Attenborough, Steve Backshaw, Twycross Zoo, Greta Thunburg) to persuade them to help us to campaign to save the rainforest</p>

	<b>Block 3</b>	<p><b>PSHE: My Emotions</b></p> <p>Section A - Understanding and managing feelings 4</p> <ol style="list-style-type: none"> <li>1. To know the names of a basic range of feelings and the strength of their feeling. (MW)</li> <li>2. To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others. (MW)</li> <li>3. To understand the difference between impulsive behaviour and that which is thought through, and what both might feel and look like. (MW)</li> </ol> <p>Section B - Getting Support 8</p> <ol style="list-style-type: none"> <li>4. To know how to get support when they need it. (MW)</li> </ol> <p>Section C - Understanding and managing the impact of feelings 9</p> <ol style="list-style-type: none"> <li>5. To talk about personal gifts and talents; what they are good at and also what they find more difficult. (RR)</li> <li>6. To understand that they can do things to help change their mood and that this may be helpful. (MW)</li> </ol> <p>Section D - Calming and Relaxing 11</p> <ol style="list-style-type: none"> <li>7. To know what 'relaxed' means and how it feels. (MW)</li> <li>8. To know that it is possible to affect our behaviour by stopping and thinking about what we are doing. (MW)</li> </ol> <p>Section E - Being Assertive 15</p> <ol style="list-style-type: none"> <li>9. To be able to stand up for their own rights without being hurtful to others. (RR)</li> </ol>	<p><b>Art – Clay pot</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use sculpture to develop and share their ideas, experiences and imagination</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can make a clay pot</li> <li>• I can join two clay finger pots together</li> <li>• I can use different effects within an IT paint package</li> </ul> <p><b>Challenges</b></p>	<p><b>D&amp;T</b></p> <p><b>National Curriculum Objectives</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can think of an idea and plan what to do next</li> <li>• I can join materials and components in different ways</li> <li>• I can measure materials to use in a model or structure</li> <li>• I know about different mechanisms</li> <li>• I can choose tools and materials and explain why I have chosen them</li> <li>• I can explain what went well with my work</li> <li>• I can explain why I have chosen specific textiles</li> <li>• If I did it again, can I explain what I would improve?</li> </ul> <p><b>Challenges</b></p>
	<b>Subject outcome 3</b>	<p><b>Create a chill-out zone in the classroom- filled with resources to manage feelings (created in the lessons e.g. emotions puppets, representations for emotions etc and Zones of Regulation)</b></p>	<p><b>Art:</b> 2-Fingered clay pots joined to make a vestibule to contain water (urn, vase, jug)</p>	<p><b>D&amp;T:</b> make a home for an animal in a tree (add a camera to see what comes in it)</p>

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	<b>Block 4</b>	<p><b>Science – Chemistry Use of everyday materials</b></p> <p><b>National Curriculum Objectives</b>  <b>Uses of everyday materials - Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know and can identify the name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard</li> <li>• I can use properties of a range of materials to sort them</li> <li>• I can explore how shapes can be changed by squashing, bending, twisting and stretching</li> <li>• I can suggest why a material might or might not be used for a specific job</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• I can describe the simple physical properties of a variety of everyday materials</li> <li>• I can compare and group together a variety of materials based on their simple physical properties</li> <li>• I can find out about people who developed useful new materials (John Dunlop, Charles Macintosh, John McAdam)</li> <li>• I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses</li> </ul>	<p><b>Music</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know the names of some instruments</li> <li>• I know that some instruments belong to the percussion family</li> <li>• I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• I can play tuned and untuned instruments musically</li> <li>• I can listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• I can experiment with and create sounds</li> <li>• I can combine sounds to create musical ensemble</li> <li>• I can say what I like and dislike about a piece of music</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• I can sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse</li> <li>• I can use simple structures (e.g. repetition and order) in a piece of music</li> <li>• I know that phrases are where we breathe in a song</li> <li>• I can tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect</li> </ul>	<p><b>Science Plants</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can describe what plants need in order to grow and stay healthy</li> <li>• I can describe how seeds and bulbs grow</li> <li>• I can describe how seeds and bulbs grow into plants</li> <li>• I can describe what plants need in order to stay healthy (water, light &amp; suitable temperature)</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• I can describe what plants need to survive and link it to where they are found</li> <li>• I can explain that plants grow and reproduce in different ways</li> </ul>
	<b>Subject outcome 4</b>	<p><b>Science (Materials):</b> create a factsheet for a fairy tale builder to help them build a building that is sturdy and safe from fire</p>	<p><b>Music:</b> create a piece of Indian inspired music to dance to (PE Link)</p>	<p><b>Science (Plants):</b> poster of a type of plant with explanation as to why that is different to other plants</p>

	<b>Block 5</b>	Project Consolidation of skills	Project Consolidation of skills	<p><b>PSHE: Personal Safety</b></p> <p>Section A - Recognising if I am Feeling Safe or Unsafe 5</p> <ol style="list-style-type: none"> <li>1. To be able to identify different feelings and tell others how I feel. (MW)</li> <li>2. To be able to name my own Early Warning Signs. (BS)</li> </ol> <p>Section B - Asking for Help, Trusted Adults and Networks of Support 8</p> <ol style="list-style-type: none"> <li>3. To recognise which adults and friends I can trust. (CF)</li> <li>4. To know who I could talk with if I have a worry or need to ask for help. (BS)</li> </ol> <p>Section C- How My Actions Affect the Right of Others to Feel Safe 12</p> <ol style="list-style-type: none"> <li>5. To recognise which school/classroom rules are about helping people to feel safe. (BS)</li> </ol> <p>Section D - Bodily Autonomy 14</p> <ol style="list-style-type: none"> <li>6. To be able to identify private body parts. (BS)</li> <li>7. To know that my body belongs to me and to be able to say 'no' to unwanted touch. (BS)</li> </ol> <p>Section E - Safe and Unsafe Secrets 19</p> <ol style="list-style-type: none"> <li>8. To know what I could do if I feel worried about a secret. (BS)</li> </ol> <p>Section F - Recognising and Reporting Abuse 20</p> <ol style="list-style-type: none"> <li>9. To know what I could do if a friend or someone in my family isn't kind to me. (BS)</li> <li>10. To know what I could do if something worries or upsets me when I am online. (BS)</li> </ol>
	<b>Subject outcome 5</b>	<b>Project:</b> How can we prevent fires from happening? Fireman talk	<b>Project:</b> enterprise for Asha charity with parental participation	<p><b>PSHE: Personal Safety</b></p> <p><b>NSPCC staff coming in to do a talk?</b></p>

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<b>RE Unit</b>	Who is Muslim and what do they believe?	Who is Jewish and what they do believe?	How do we care for others and the world and why does it matter?
<b>RE Unit Outcome:</b>		Visit a Jewish synagogue? Build a model sukkah?	
<b>ART/ D&amp;T Unit (covered by expert teacher)</b>	<p><b>Art</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing and painting to develop and share their ideas, experiences and imagination</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I know what the words tone and shade mean</li> <li>I can create tints with paint by adding white</li> <li>I can create tones with paint by adding black</li> <li>I can choose and use three different grades of pencil when drawing</li> <li>I can use charcoal, pencil and pastel to create art</li> <li>I can use a viewfinder to focus on a specific part of an artefact before drawing it</li> <li>I can suggest how artists have used colour, pattern and shape</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>I can articulate what I am trying to express in my own artwork</li> <li>I can make suggestions for improvement in my own and others' artwork</li> <li>I can transfer skills into a different medium e.g using drawing skills when painting</li> </ul>	<p><b>D&amp;T</b></p> <p><b>National Curriculum Objectives</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can think of an idea and plan what to do next</li> <li>I can join materials and components in different ways</li> <li>I can measure materials to use in a model or structure</li> <li>I know about different mechanisms</li> <li>I can choose tools and materials and explain why I have chosen them</li> <li>I can explain what went well with my work</li> <li>I can explain why I have chosen specific textiles</li> <li>If I did it again, can I explain what I would improve?</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>Create something to sell to support the year group charity</li> </ul>	<p><b>Art</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can create a piece of art by pressing, rolling, rubbing and stamping</li> <li>I can suggest how artists have used colour, pattern and shape</li> <li>I can create a piece of art in response to the work of another artist</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>I can make comparisons between my own artwork and other artists'</li> <li>I can plan my art using a range of techniques e.g sketches, discussion</li> </ul>

**The Big Idea: Long Term Learning Journey – Year 2**

<b>Subject Outcome 6:</b>	Charcoal inspired drawings? colour mixing	Create something to sell to support the year group charity	Henri Rousseau inspired art 'Tiger in the Grass'
<b>Computing (covered by expert teacher)</b>			
<b>Subject Outcome 7:</b>	Maths theme Weighing and capacity – baking bread Calculate the price of a healthy balanced meal	Maths theme Counting money after enterprise event. Helping to determine prices for enterprise event. Value of money – what things cost – in this country – in India? What can £1 buy here? What can it buy there?	Maths theme Measure growth of a plant over time – how old are trees? How do we find out? Where do the rainforests sit on a timeline? How old are they? Measure materials in DT animal house building project.