

Year 2 Medium Term Outline Planning

DRIVING THEME	Art and DT
Question	Imagine if...animals could talk?
Text Books	Biscuit Bear Dog loves Fairy Tales Longer Texts- Who's Afraid of the Big Bad Book? by Lauren Child + other fairy stories Poem- On the Ning Nang Nong (Spike Milligan)
As Scientists we will: investigate and work scientifically.	<u>Plants</u> <ul style="list-style-type: none"> • 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.
As Artists we will: Develop ideas, take inspiration from the greats and master techniques	<u>Exploring & Developing Ideas</u> <ul style="list-style-type: none"> • Can record and explore ideas from first hand observations. • Can ask and answer questions about the starting points for their work. • Can develop their ideas – try things out, change their minds. • Can explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. <u>Evaluating & Developing Work</u> <ul style="list-style-type: none"> • Can review what they and others have done and say what they think and feel about it. • Can identify what they might change in their current work or develop in future work. <u>Drawing</u> <ul style="list-style-type: none"> • Can experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. • Can control the types of marks made with the range of media. • Can name, match and draw lines/marks from observations. • Can invent new lines. • Can draw on different surfaces with a range of media. • Can observe and draw shapes from observations.

	<ul style="list-style-type: none"> • Can draw shapes in between objects. • Can invent new shapes. • Can investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <p><u>Activity- Henri Rousseau (Tiger in the storm)</u></p>
<p>As Design Technicians we will: Design, make, evaluate and improve</p>	<p><u>DT Mechanisms</u></p> <ul style="list-style-type: none"> • Can join appropriately for different materials and situations (e.g. glue, tape). • Can make vehicles with construction kits which contain free running wheels. • Can use a range of materials to create models with wheels and axles (e.g. tubes, dowel, cotton reels and try out... • Can cut dowel using hacksaw and bench hook. • Can attach wheels to a chassis using an axle. • Can mark out materials to be cut using a template and can cut along lines, straight and curved. • Can fold, tear and cut, roll paper and card and can use a hole punch and insert paper fasteners for card. • Can experiment with levers and sliders to find different ways of making things move in a 2D plane. <p><u>Design</u></p> <ul style="list-style-type: none"> • Can use pictures, drawings and words to convey what they want to design/make, recording ideas as they are developed... • Can explore ideas by rearranging materials and/or selecting pictures to help develop ideas. • Can select appropriate technique explaining: First... Next... Last.... • Can describe their models and drawings of ideas and intentions. <p><u>Make</u></p> <ul style="list-style-type: none"> • Can discuss their work as it progresses, describing what they need to do next. • Can select materials from a limited range that will meet the design criteria. • Can select and name the tools needed to work the materials. • Can explain what they are making and which materials they are using and why. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Can explore existing products and investigate how they have been made and whether they do/do not achieve • Can talk about their design as they develop and identify good and bad points, saying what they like and do not like. • Can note changes made during the making process as annotation to plans/drawings. • Can discuss how closely their finished product meets their design criteria and how well it meets the needs of the...

RE	<p>Year 2 Spring 1 Judaism Spring 2 Christianity - Jesus</p> <p>Year 2 Key Question (to be used all year): How do we respond to the things that really matter?</p> <p>Focus Question (for this investigation): Spring 1 Does Worship help people? Spring 2 Why do some people have religious rituals?</p> <ul style="list-style-type: none"> ● Retell and suggest meanings for religious stories, actions and symbols. (B&V LRT) ● Use religious words and phrases and consistently identify some features of religious traditions. (B&V LRT) ● Begin to identify and describe how religion is expressed in different ways. (B&V LRT) ● Talk about what is of value and concern to themselves and to others. (SPM) ● Talk about what they find interesting or puzzling. (B&V LRT) ● To ask important questions about religions and belief. (SHE)
PE	<p>Spring 1 Gymnastics</p> <p>Spring 2 Outdoor Adventure Activities.</p>
PSHE	<p><u>3. Speaking & Listening</u></p> <p>3a. Can demonstrate active listening skills. 3b. Can ask questions for clarification.</p> <p><u>4. Negotiation</u></p> <p>4a. Can negotiate with one another. 4b. Can speak in front of a group.</p> <p><u>6. Body Language</u></p> <p>6a. Can recognise simple body language. 6b. Can understand verbal and non-verbal communication.</p>
As computer experts we will:	<ul style="list-style-type: none"> ● 1a. Can use logical reasoning to plan and use a sequence of algorithms to solve a simple problem. ● 1b. Can debug a simple program, identifying errors in instructions and use logical reasoning to make predictions about changes. ● 2a. Can use technology safely and respectfully, abiding by the rules of keeping safe online, particularly keeping personal information safe. ● 2b. Can recognise situations where content and contact is inappropriate and knows where to go for help and support when they have concerns ● 3l. Can explore a range of electronic music and sound devices, selecting sounds from a bank and combining these with their own recorded sounds to produce musical phrases. ● 3f. Can record, store and edit sound.

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| | <ul style="list-style-type: none">• 3h. Can use websites to research an area of interest recognising that some websites are more useful than others.• 3l. Can explore a range of electronic music and sound devices, selecting sounds from a bank and combining these with their own recorded sounds to produce musical phrases. |
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