

# Year 2, Terms 1/2: Art

## Visual Arts – Colour and Shape



### Lesson Series:

1. Primary, secondary, warm and cool colours
2. Tints and shades
3. Paul Klee - tints, shades and geometric shapes
4. Paul Klee - tints, shades and geometric shapes developed
5. Organic shapes
6. Alexander Calder sculptures

Core Learning Outcomes		Met
Primary, secondary, warm and cool colours	<ul style="list-style-type: none"> <li>• I know that primary colours are red, yellow and blue</li> <li>• I know that primary colours can be mixed to make secondary colours</li> <li>• I know that there are warm and cool colours</li> <li>• I know that warm and cool colours can create different moods.</li> </ul>	
Tints and shades	<ul style="list-style-type: none"> <li>• I know that a tint can be made by adding white to a colour.</li> <li>• I know that a shade can be made by adding black to a colour.</li> </ul>	
Paul Klee - tints, shades and geometric shapes	<ul style="list-style-type: none"> <li>• I understand that Geometric shapes are shapes that can be named.</li> <li>• I know that Geometric shapes can be 2d or 3d.</li> <li>• I know that 2d geometric shapes include: squares, circles, triangles, rectangles, ovals, and diamonds</li> <li>• I understand that artists can use geometric shapes.</li> </ul>	
Organic shapes	<ul style="list-style-type: none"> <li>• I know that an organic shape is a shape that cannot be named (unlike a geometric shape)</li> <li>• I know that organic shapes are less regular than geometric shapes and are often seen in nature.</li> <li>• I know that artists can use organic shapes.</li> </ul>	
Alexander Calder sculptures	<ul style="list-style-type: none"> <li>• I know that Calder used organic shapes to make his sculptures.</li> <li>• I know that Calder made his sculptures out of wire.</li> <li>• I understand that Calder had to make sure that his mobile sculptures balanced.</li> </ul>	

### Concepts

- Primary and secondary colours
- Tints, shade and warm/cool colours
- Geometric and organic shapes

### Skills

- Paint mixing, using primary colours and secondary colours
- Drawing geometric shapes and using natural materials to draw organic shapes
- Creating sculptures with paper and wire

# Year 2, Term 2: PSHE

## Health and Wellbeing



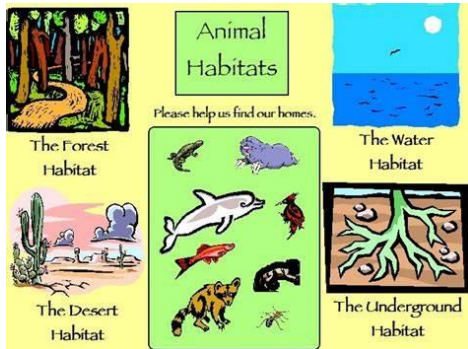
### Lesson Series

- Lesson 1: Experiencing different emotions
- Lesson 2: Being active
- Lesson 3: Relaxation: breathing exercises
- Lesson 4: Steps to success
- Lesson 5: Developing a growth mindset
- Lesson 6: Healthy diet
- Lesson 7: Looking after our teeth

Key Skills	Key Knowledge
Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.
Exploring some of the benefits of exercise on body and mind.	To understand the importance of exercise to stay healthy.
Exploring some of the benefits of a healthy, balanced diet.	To understand the balance of foods we need to keep healthy.
Suggesting how to improve an unbalanced meal.	To know that breathing techniques can be a useful strategy to relax.
Learning breathing exercises to aid relaxation.	To know that we can feel more than one emotion at a time.
Exploring strategies to manage different emotions.	To know that a growth mindset means being positive about challenges and finding ways to overcome them.
Developing empathy.	
Identifying personal goals and how to work towards them.	
Exploring the need for perseverance and developing a growth mindset.	
Developing an understanding of self-respect.	

# Year 2, Terms 1/2: Science

## Living things and their habitats.



### Lesson series:

1. Dead or Alive?
2. Microhabitats
3. Plant Habitats
4. Staying Alive!
5. Food Chains
6. Assessment

	Substantive Knowledge	.Assess (TAME)	Disciplinary Knowledge	Assess (TAME)
1	<p>Know how to identify whether something is living (can move, feed, grow, reproduce and use their senses).</p> <p>Know whether something was once alive (was once part of a living thing or a living thing that has died).</p> <p>Know that some items have never been alive because they have never shown the characteristics of life.</p>		<p>Identify and classify living and non-living things according to whether they are alive or dead or have never been alive.</p>	
2	<p>Know that a habitat is an environment where an animal lives. It contains all the things that animal needs to survive.</p> <p>Know that a microhabitat is a small habitat that also contains everything certain animals need to survive.</p> <p>Know that different microhabitats provide different conditions.</p> <p>Know that animals need shelter, water and food to survive.</p>		<p>Use simple equipment (magnifying glasses) to observe closely.</p> <p>Observe the conditions in different microhabitats and draw conclusions about what minibeast need to survive</p>	
3	<p>Know that, just like animals, different plants are suited to different habitats.</p> <p>Know that habitats provide plants with what they need to survive.</p>		<p>Observe the light, plants and dryness of the soil in different habitats.</p> <p>Draw conclusions about what different plants need to survive.</p>	
4	<p>Know that there are a range of different habitats around the world.</p> <p>Know that different animals and plants are suited to different habitats.</p> <p>Know what some of these animals and plants are.</p>		<p>Use books and the internet to learn about different, unfamiliar habitats around the world and the animals that live there.</p> <p>Gather information from a range of sources and record the most useful and appropriate information for future reference.</p>	
5	<p>Know that living things depend on each other.</p> <p>Know that a simple food chain is made up of a producer (plant), an animal who eats that plant (prey) and the predator that hunts and eats that prey.</p> <p>Know that energy is transferred between living things in a food chain.</p>		<p>Sort animals and plants into food chains.</p>	
6	<p>Assessment:</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide or the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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</p>			

# Year 2, Terms 1/2 Computing:

## Online Safety



### Lesson series:

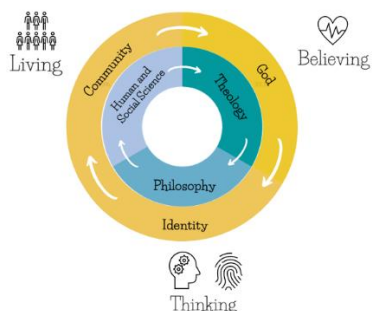
1. What happens when I post online?
2. How do I keep my things safe online?
3. It's my choice.
4. Is it true?
5. Assessment

### Core Learning Outcomes:

- Explain what is meant by online information.
- Recognise what information is safe to be shared online.
- Explain why we need passwords and what makes a strong password.
- Understand that they need to ask permission before sharing content online and explain why.
- Understand that they have the right to deny their permission to information about them being shared online.
- Say who they can ask for help with online worries.
- Use some strategies to work out if online information is reliable or not.

## Year 2, Term 2: RE

### Universal: How should we care for others and the world, and why does it matter?



#### Lesson series:

1. Should we care for everyone?
2. What do Christians believe about caring for people?
3. What do some religions say about caring for other people?
4. How have some people shown they cared? How is the golden rule an encouragement to care?
5. What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?

Core Learning Outcomes	
<b>Should we care for everyone?</b>	Talk about how religions teach that people are valuable, giving simple examples. (B) Re-tell Bible stories and stories from another faith about caring for others and the world. (B) Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. (L)
<b>What do Christians believe about caring for people?</b>	Talk about how religions teach that people are valuable, giving simple examples. (B) Re-tell Bible stories and stories from another faith about caring for others and the world. (B) Identify ways that some people make a response to God by caring for others and the world. (L) Talk about issues of good and bad, right and wrong arising from the stories. (T) Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. (L)
<b>What do some religions say about caring for other people?</b>	Talk about how religions teach that people are valuable, giving simple examples. (B) Re-tell Bible stories and stories from another faith about caring for others and the world. (B) Identify ways that some people make a response to God by caring for others and the world. (L) Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. (L)
<b>How have some people shown they cared? How is the golden rule an encouragement to care?</b>	Talk about how religions teach that people are valuable, giving simple examples. (B) Identify ways that some people make a response to God by caring for others and the world. (L) Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. (T) Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. (L)
<b>What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?</b>	Recognise that some people believe God created the world and so we should look after it. (B) Re-tell Bible stories and stories from another faith about caring for others and the world. (B) Identify ways that some people make a response to God by caring for others and the world. (L) Use creative ways to express their own ideas about the creation story and what it says about what God is like. (T) Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. (L)

## Year 2, Term 2: DT

### Textiles: Making Puppets



### *Unit outcomes*

Pupils who are **secure** will be able to:

- ✓ Join fabrics together using pins, staples or glue.
- ✓ Design a puppet and use a template.
- ✓ Join their two puppets' faces together as one.
- ✓ Decorate a puppet to match their design.

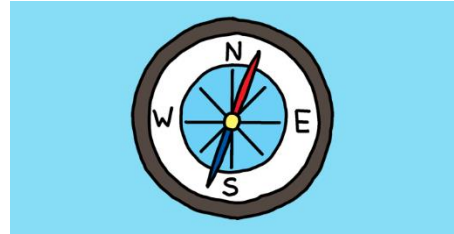
Key Skills	Key Knowledge
Using a template to create a design for a puppet.	To know that 'joining technique' means connecting two pieces of material together.
Cutting fabric neatly with scissors.	To know that there are various temporary methods of joining fabric by using staples, glue or pins.
Using joining methods to decorate a puppet.	To understand that different techniques for joining materials can be used for different purposes.
Sequencing steps for construction.	To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.
Reflecting on a finished product, explaining likes and dislikes.	To know that drawing a design idea is useful to see how an idea will look.

# Year 2, Terms 1/2 Geography:

## Spatial Sense

### Lesson series:

1. My School Site
2. Drawing a map of my school
3. Maps of the local area
4. Using maps to plan a route
5. Identifying locations on a globe or world map.
6. Assessment



### Assessment:

	Knowledge Goals:	Assessment (TAME):	Skills Goals:	Assessment (TAME):
1.	<b>LO: To know what is located on the site of my school.</b>		<ul style="list-style-type: none"> <li>• To know that maps show us information about different places.</li> <li>• To understand that 'Site' means where something, like a building, is located.</li> </ul>	
2.	<b>LO: To understand that maps show us information about a location.</b>		<ul style="list-style-type: none"> <li>• To understand that maps must be clear and easy to read.</li> <li>• To know that maps may include labels and symbols that give us more information.</li> <li>• To know that people who draw maps are called cartographers.</li> </ul>	
3.	<b>LO: To recognise and locate physical and human features of the local area.</b>		<ul style="list-style-type: none"> <li>• To know that the four main compass directions are north, south, east and west.</li> <li>• To understand that maps use symbols to tell us information about the local area.</li> <li>• To know that We can use maps to describe location and to navigate.</li> </ul>	
4.	<b>LO: To use a map to plan a route.</b>		<ul style="list-style-type: none"> <li>• I can use a map to plan a route.</li> <li>• I understand that routes need a starting point and a destination.</li> <li>• I know that a compass directions help us know which direction to travel in.</li> </ul>	
5.	<b>LO: To identify locations on a globe or world map.</b>		<ul style="list-style-type: none"> <li>• A globe is a model of the Earth.</li> <li>• World maps and globes show us the continents and the oceans.</li> <li>• The Equator is an imagery line halfway between the North Pole and the South Pole.</li> </ul>	
6.	<b>Assessment</b>			