

Year 2 New Curriculum Plans 2022/23

Year 2
22/23

Autumn The World of Beatrix Potter



15 weeks

5th September – 16th December

7 Weeks (Oct Half Term 21.10.22 – 31.10.22)

7 Weeks / Xmas play etc)

Eng:

Novel: Beatrix Potter tales

Key Genres: - Fiction - Non-Fiction - Poetry

Retelling BP stories:

Tale of Peter Rabbit

Tom Kitten

Writing own stories in style of BP using T4W

Who was BP? 5 Facts about BP (Reading comp/ word meaning / fact writing lesson)

Sentence level writing, using conjunctions.

Book list (provision/ story time/ whole class reading etc)

Tales of BP:

Adventures of Peter Rabbit

Tom Kitten

Jamima Puddle duck

Miss Moppet

Old bear stories

Paddington Bear stories

Traditional tales e.g Goldilocks and three bears

Maths

Ma: Number and place value

Addition Subtraction

Spring Adventures with Knights (Knights & Castles)



3rd January – 31st March

6 Weeks (10.2.23-20.2.23)

6 Wks (20.2.23 – 31st March)

Half castles/Half Chocolate.

Eng:

Imitate, Innovating and inventing a quest story.

Castles/setting descriptions

Character descriptions- knights, dragons, kings/queens/princesses

Instructions: How to catch a dragon

Book list (for provision/storytime/whole class reading/literacy lessons)

- How to train a Dragon
- The Egg- M. P. Robertson
- Small Knight and George and the Royal Chocolate Cake- Ronda Armitage
- The Knight and the Dragon- Tomie de Paola
- The Boy Who Grew Dragons- Andy Shepherd
- George and the Dragon- Christopher Wormel
- King Arthur and the Knights of the Round Table- Marcia Williams
- Look out, It's a Dragon! - Jonny Lambert
- The Journey
- The Great Dragon Rescue
- Dragon poems

Chocolate:

Roald Dahl unit The

Choc: Narrative – invention

Summer Ocean Explores?



17th April – 21st July

6 Weeks 27th April – 6th May

EID 20th April – 24th April (2 Days)

May Bank Holiday 1st May

7 Weeks Spring Bank 26th May – 5th June 23

EID 28th June 23- Mon 3rd July (3 days)

Finish 21st July

SATS / POSS MODERATION

En: Fiction Narrative, Nonfiction

newspaper report, Character description of pirates

Famous pirates

Captain Cook – letter home, diary

Pirate Island adventure story (Potential SATs piece)

Grace darling

Book List (for provision/storytime/whole class reading/literacy lessons)

- Pirate Boy by Eve Bunting
- The Treasure of Pirate Frank by Mal Peet and Elspeth Graham
- The Pirates Next Door- Jonny Duddle
- The Pirate Cruncher-Jonny Duddle
- How I Became a Pirate by Melinda Long
- Captain Jack and the Pirates by Peter Bently
- The Night Pirates by Peter Harris
- Runaway Iceberg- Twinkl
- Rainbow Bear- Michael Morpurgo
- The Last Polar Bears- Harry Horse
- Sea Bear- Lindsay Moore
- The Dot in the Snow

<p>Sc: Plants – observe how seeds/bulbs grow Classifying and sorting seeds. Animals including humans – basic needs, offspring Humans – healthy eating – fruits and vegetables that can be grown at home Habitats. Plants and animals that live in a garden. G: Locational knowledge: Use simple compass directions simple grid references. Place Knowledge: Study the human and physical geography of a small area of the UK Human and Physical Knowledge: Use basic geographical vocabulary to refer to key physical and human features. H: Lives of significant people –Beatrix Potter and Queen Victoria DT: Understand purposeful, functional and appealing products. Small Make create a healthy plate Big make – make a carrot cake Art: Draw lines with increased skill, awareness and control. Experiment with the visual elements; line, shape, pattern and colour. Draw lines with increased skill, awareness and control. Mu: Use voice expressively and creatively by singing songs and speaking in chants and rhymes. P.E: Dance, Athletics. Co: E-Safety - Know login details and passwords should only be shared with trusted adults. R.E Creation- Who made the world?, incarnation– Why does Christmas matter to Christians? Harvest Nativity/Christmas What do Christians believe God is like? Who do Christians say made the world? Why does Christmas matter to Christians? What is the 'good news' Christians believe Jesus brings? PSHE: Relationships What makes a good friend? What is bullying?</p>	<p>Character description NF – Instructions / Information where choc comes from. Ma: Multiplication and Division, Statistics, Geometry, properties of shape. Sci: Materials – identify and compare the suitability of different materials for different contexts. What material would be best to make a castle out of? Find out how the shape of solid objects can be changed by e.g. squashing, twisting etc G: Locational knowledge – locate different castles in the UK. Locate different castles around the world H: Lives of significant people – study of famous monarchs. Comparison of lives and duties. DT: Explore and use moving mechanisms Make a castle with towers. Explore leavers by setting up an activity course outside with mechanisms. Create a training/assault course for knights (outside using Rec loose parts) Design and make a chocolate/wrapper Art: Taught about the work of Paul Klee – explore his technique and use within own work. Castle painting Pencil sketch a castle Design and make a coat of arms Mu: Understand how music is used in state ceremonies. Identify instruments used. P.E: Multi skills; Gymnastics Co: Understand and use algorithms - beebots R.E: Judaism – Who is Jewish and what do they believe? Gospel- What is the Good News Jesus brings? Beliefs – Can you tell what somebody believes by what they look like? Easter/Salvation What is the Good News Jesus Brings? Why does Easter matter to Christians? Who is Jewish and how do they live? PSHE: Living in the wider world What jobs do people do?</p>	<ul style="list-style-type: none"> The Penguin Who Wanted to Find Out- Jill Tomlinson The Great Explorer- Chris Judge You wouldn't want to be on Shackleton's Polar expedition – Jen Green <p>Ma: Measurement, Length and Height, Capacity, Temperature. Time Geometry- position and direction Sc: Materials – what would be a suitable material for a pirate ship? Floating and sinking, What could we use to keep a penguins egg warm? Sc: Living things and their habitats – underwater habitats, freezing habitats Adaptation/food chains Materials: Classification: Do all Penguins look the same? Do all bears look like polar bears? G: Locational knowledge – name and locate the world's 7 continents and 5 oceans. Learn to read a map like a pirate- use correct terminology/Create own maps using correct symbols H: Famous Explorers Lives of significant people – famous explorer Ernest Shackleton Changes within living memory – Royal Navy/RNLI comparing pirates with sailors of today. What was life like at sea for a pirate? Who were the famous pirates? Where did they sail? What did the famous explorers discover? How does this impact on our lives today? DT: Understand the design process within contexts Small Make: Create a bookmark. Create a puppet- fish Design purposeful, functional and appealing products. Small make: Make roast vegetable wraps. Make healthy flap jacks for my packed lunch.</p>
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			<p>Pour a drink into my cup for my packed lunch. Big Make: Make a variety of healthy snacks and dips for a picnic. Art: Water colours – seascapes, use clay to create a sea animal. Create a wax or oil resist to make a secret pirate treasure map. Create a large collage of an underwater scene using recycled materials (link to ocean plastics) Mu: Listen to and understand a range of high-quality live and recorded music Mu: Use voices to create sound – learn sea shanties P.E: Multi skills; Tennis Dance; Rugby Co: Create and debug simple programs. Record singing a pirate song Create pirate book with voices and images (Chatterpix) More advanced layouts of documents R.E: What makes some places sacred to believers? Forms of expression – How do what believers do show what they believe? Who am I? What does it mean to belong? What makes some places sacred to believers? How should we care for the world and for others, and why does it matter? Church visit Mosque visit PSHE: Health and Wellbeing What helps us to stay safe? What helps us grow and stay healthy? How do we recognise our feelings?</p>
	<p><u>Inspirational People</u> Beatrix Potter Roald Dhal</p>	<p><u>Inspirational People</u> Queen Elizabeth</p>	<p><u>Inspirational People</u> James Cook Ellen Macarthur – Modern day female sailor.</p>

Year 2 Science

Autumn
World of Beatrix Potter



Spring
Knights & Castles



Summer
Ocean Explorers



<p><u>Plants</u></p>	<p>Can we design, develop and grow our own vegetable garden/patch? (Growing different seeds and bulbs) The seeds have fallen out of their packet, how can we sort them? (identifying and classifying) Seed planting experiment. Growing class plants all year round from seeds/bulbs: class responsibility for keeping them healthy. Sorting and classifying plants – Mr McGregor has dropped his seed packets and they are all mixed up. How can we sort them? Explore the different habitats in Mr McGregor’s garden, what animals and plants live there.</p>	<p>Growing plants – all year round and watch them grow, including seeds, Bulbs etc.</p>	<p>Growing plants – all year round and watch them grow, including seeds, bulbs etc. (Observing over time)</p> <p>Growing cress experiment – maps of the UK (Clare Holt)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • <i>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</i> • <i>identify and name a variety of plants and animals in their habitats, including micro-habitats</i> • <i>observe and describe how seeds and bulbs grow into mature plants</i> • <i>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i>
<p><u>Animals</u></p>	<p>Matching animals to offspring activity. Exploring human growth – baby to adult. Animal fact files- researching and exploring an animal. Mr McGregor wants to get a pet – what would he have to do to look after it? Exploring the animals that live in Mr Mc garden – what do they need to live?</p>		<p>How does a baby penguin survive in the Arctic? (basic needs for survival; life cycle of penguins; observing over time)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • <i>notice that animals, including humans, have offspring which grow into adults</i> • <i>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i>

<p><u>Humans</u></p>	<p>Healthy eating plate. Could we use any of the vegetables from Mr Mcs garden to plan a balanced healthy meal? Exercise – testing heart rates, why do we need to stay healthy? Hygiene – what do you do to keep clean? Why?</p>	<p>How old do I need to be to become a knight (changes of human development) Am I fit enough to be a knight? (importance of exercise, diet, hygiene) How do athletes (knights) train? (research)</p>	<p>Pirate food /disease – nutrition, how has it developed and changed into a healthy diet today> <u>NC PoS</u> <i>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i></p>
<p><u>Habitats</u></p>	<p>Explore the different habitats in Mr McGregor’s garden, what animals and plants live there.</p>		<p>Are polar bears the only animals that live in the Arctic? (animals in arctic habitats; identifying and classifying) How can we help the polar bear get his lunch? (food chains) Do all penguins look like happy feet? (identifying and classifying) Under the sea habitats</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> <i>• explore and compare the differences between things that are living, dead, and things that have never been alive</i> <i>• 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</i> <i>• identify and name a variety of plants and animals in their habitats, including micro-habitats</i> <i>• describe how animals obtain their food from plants and other animals,</i>

			<i>using the idea of a simple food chain, and identify and name different sources of food.</i>
<u>Uses of everyday materials</u>		<p>What materials are castles made of and why? (Observing and describing real life and toy castles)</p> <p>What's the best box for keeping the Queen's treasure safe? (Testing different boxes and identifying their properties)</p> <p>What's the best recipe for making the perfect sandcastle? (pattern seeking)</p>	<p>How do I keep a penguin's egg warm? (properties of materials; comparative and fair testing)</p> <p>How does our iceberg change over time? (observing over time)</p> <p>What are the best clothes to wear if you are visiting the arctic? (research)</p> <p>What is the best way to mop up a puddle? (comparative fair testing)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • <i>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i> • <i>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i>

Autumn
The World of Beatrix Potter



Spring
Knights & Castles



Summer
Ocean Explorers



<u>Locational Knowledge</u>	Use simple compass directions simple grid references: Making a map of Mr McGs garden and plotting the carrots.	<i>Know where the UK is on a world map.</i> <i>Name and locate the four countries and capital cities of the UK</i> Locate castles in the United Kingdom: Windsor, Edinburgh, St Michaels Mount, Cardiff, Tintagel.	Forest school – local adventure Canal adventure – Saltaire and Shipley Where would I go to have a polar adventure? We will understand the term ‘continent’ and locate the 7 continents and five oceans including Antarctica and the Arctic region on a map.
<u>Place Knowledge</u>	Study the human and physical geography of a small area of the UK Exploring the Lake District.	Famous castles from around the world.	Adventures at the seaside – finding boats and ships that sail the high seas Know where boats and ships sail from look at these on a UK map. Where is the seaside?
<u>Human and Physical Knowledge</u>	Use basic geographical vocabulary to refer to key physical and human features. Human and physical features activity. Compare LD with local area,	Where were castles built and why? Human and physical features of the land.	Features and places where ships sail from in the UK – Southampton, Plymouth, Dover, Hull, Liverpool, Newcastle, Oban, Aberdeen. What is the scenery like in this icy wilderness? We will use simple geographical vocabulary to identify key human and physical features of the countries in the Arctic region.

Year 2 History

Autumn

The World of Beatrix Potter



Spring

Adventures with Knights



Summer

Ocean Explorers



Historic Events

Significant individuals in the past.
Use artefacts, pictures, stories, online sources and databases to find out about the past.

- **Identify some of the different ways the past has been represented.**
- **Recognise that there are reasons why people in the past acted as they did.**

Create a timeline of Beatrix Potter's life in the Victorian era.

- I can explain what life was like when Beatrix was alive.
- I can say who Queen Victoria was and place her on a time line.
- I can use vocabulary to describe when a significant event happened.

I can use pictures, stories and artefacts to find out about the past.

What was life like in a medieval castle?
We will look at the history of castles with a focus on Skipton Castle. How has life changed? How did castles change over the years?

What was life like at sea? We will learn what life was like for different individuals who sailed the seven seas and historic events they witnessed. We will look at famous pirates and famous explorers by sea – Columbus, Sir Walter Raleigh / Cook.

What makes people want to explore the polar regions? We will use different sources of evidence to talk about and recall key information about significant people from the past by understanding why people chose to explore the polar regions and the impact their discoveries made.

<p><u>Historic Places</u></p>		<p>Who built the first castles in the UK and why? We will understand the reasoning for the planning and development of castles in terms of defence systems in the medieval times. Medieval castle – a fortress or a home? We will explore medieval castles that were built when the Normans were no longer ruling Britain. We will compare and contrast a variety of medieval castles focusing on Skipton Castle. Is the Tower of London a castle? We will find out about the history of the Tower of London and how it has changed over time</p>	<p>Who were the famous pirates? Where did they sail? What did the famous explorers discover? How does this impact on our lives today? Who are the famous British explorers? What did they discover? We will understand who the famous British polar explorers were and what the discovered.</p>
<p><u>Historic People</u></p>	<p>Beatrix Potter Who was Queen Victoria? What was life like in the Victorian era?</p>	<p>Do only queens live in castles? We will understand the role of the monarch and compare past and present monarchs. We will find out about the different people who lived in medieval castles and explore their jobs What do you have to do to become a knight? We will understand how the role of the knight has changed throughout history. ‘Big Book of Brilliant People’ learning about one significant historical individual each month.</p>	<p>Who are the great sea explorers? Who are the famous pirates? ‘Big Book of Brilliant People’ learning about one significant historical individual each month Who is the greatest polar explorer? We will compare past and present polar explorers and identify similarities and differences between them. Big Book of Brilliant People’ learning about one significant historical individual each month.</p>
<p><u>Changes within living memory/ Events beyond Living memory</u></p>		<p>How has the monarchy changed? We will recognise the similarities and differences of past and present British monarchs.</p>	<p>How are modern day pirates and sailors different to those who sailed the seas hundreds of years ago? We will make comparisons and compare how the pirates & sailors lived and how they live now How has polar exploration changed in the last 120 years? We will use different sources such as</p>

			diaries to talk about and recall key information about significant polar explorers from the past and compare them to modern day explorers.
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Year 2 Design Briefs

	<u>Autumn</u> The World of Beatrix Potter	<u>Spring</u> Adventures with Knights	<u>Summer</u> Ocean Explorers
			
Challenges to solve		<p>The enemy is attacking. How can we make a strong castle to keep them out? Our own people still need to get inside.</p> <p>How can our people keep fit? Can you set up a training course for year 1?</p> <p>How can items be brought into the castle from the outlying farms quickly? Can you make a cart to move the heavy equipment around?</p>	<p>All aboard. What food can we pack up for our journey?</p> <p>can you take your belonging on the adventure in?</p> <p>How can you make it strong enough to carry a heavy load? Does it need to be waterproof?</p>
Background research and design		<p>Understand what a product is and who for.</p> <p>Understand how a product works and how it is used.</p> <p>Identify where you might find this product.</p> <p>Propose more than one idea for their product.</p> <p>Identify simple design criteria</p> <p>Discuss what their steps for making could be.</p>	<p>Express an opinion.</p> <p>Generate ideas by using own experiences and existing products to develop ideas.</p> <p>Identify the materials used to make a product.</p> <p>Create templates / pattern pieces and choose materials based on suitability of their properties whilst developing ideas.</p> <p>Make simple mock-ups.</p> <p>Talk about what their products will be used for, by, how it will work and suitability for purpose.</p> <p>Develop design ideas through discussion, observation, drawing (with labels and notes),</p>


			modelling and computing (where appropriate).
Skill for life	Making carrot cake – weighing and measuring ingredients. Using equipment to preform practical tasks.	<p><u>Make it, build it. Structures</u></p> <p>Use scissors to cut paper and card. Use glue, sellotape, paperclips, paper fastners, staples, treasury tags to join materials together. Use Lego, K-Nex, blocks, bricks etc. to build structures. Talk about structures (their own, others and in the wider world). Talk about the materials their structures are made from. Play with the things that move and talk about how they move. Make objects that move from Lego, K-Nex, doweling and wheels etc. Make a Use a hammer safely with a nail to attach something to a piece of wood.</p> <p><u>Mechanisms</u> Wheels and axels Be able to attach wheels to a chassis using an axle. Discuss how to make things move on a 2D surface.</p>	<p><u>Come dine with me</u> Use a peeler to peel roast vegetables. Chop a variety of vegetables. Follow hygiene rules. Follow safety rules. Start to use technical vocabulary – peel, roast, pour, weigh, mix etc. Follow recipes. Weigh and measure ingredients (cups, spoons and standard measures).</p> <p><u>Make do and mend.</u> Thread a large eye needle and make a knot. Sew a pattern on bikka using running stitches and cross stitch. Tie two pieces of thread or strips of fabric together to make a knot. Have a go at sewing a button on. Describe and compare objects that are made from textiles. Cut a variety of fabrics. Start to look at how stitches need to be near together to make product stronger. Start to understand how the type of fabric used will help the bag be strong enough. Sew two pieces of fabric together following a pattern.</p>
Evaluate	How did the carrot cake turn out? Was there a way to make it better? Did you follow the instructions?	Decide how existing products do / do not achieve their purpose. Discuss how closely their finished product meets their own design criteria.	Talk about their ideas, saying what they like and dislike about them. Evaluate against their design criteria. Say strengths and possible changes that they might make. Evaluate against their design criteria. Make simple judgements of how the product met their design ideas. Suggest how their product could be improved.
The small make	Design/make a healthy plate	Could attach wanted posters to the trees outside.	Make roast vegetable wraps. Make healthy flap jacks for my packed lunch. Pour a drink into my cup for my packed lunch. Create a bookmark. Create a puppet.
The Big Make	Make a carrot Cake	Make a castle with towers. Explore leavers by setting up an activity course	Make a variety of healthy snacks and dips for a



		outside with mechanisms, to gain an understanding of how they work for reception / year 1 to improve their balance and stability. Or to roll a cannon ball ready to fire.	picnic. Set up a picnic with cloth, plastic cups, plastic plates and folded napkins. Create a bag from a T-Shirt to take on a shopping trip next half term for cooking element of D.T.
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Year 2 Art




	<u>Autumn</u> The World of Beatrix Potter	<u>Spring</u> Adventures with Knights	<u>Summer</u> Ocean Explorers
			
<u>Skills</u>			
	<u>Drawing</u>		
Drawing and technical skills.	<p>Draw lines with increased skill, awareness and control.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Draw lines with increased skill, awareness and control.</p> <p>Drawing Peter Rabbit – 3 stages to evaluate and improve.</p>	<p>. Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Draw lines with increased skill, awareness and control.</p> <p>Pencil sketches of castles- use art hub to help with this.</p> <p>Draw a coloured sketch of a dragon- learn how to blend colours together using shading.</p>	<p>Develop skill and control with drawing materials including blending pastels.</p> <p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Become more confident to use tone to create 3D form when drawing.</p> <p>Create an underwater scene using pastels- use the book 'Flotsam' to generate ideas.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p>

			<p>Apply tone to create form (i.e. shadows and highlights). Experiment with pencils to create more complex tones. Understand that different ways of holding a pencil affect the tone created.</p> <p>Sketch an arctic scene using a photograph Use Art Hub tutorial to draw and colour different types of marine animals using felt tips/marker pens.</p>
	<u>Painting</u>		
	<p><i>Independently mix a range of secondary colours, shades and tones, describing their use of colour to achieve a specified intention.</i> Design your own garden, independently mixing paints to create different areas.</p>	<p>Independently mix a range of secondary colours, shades and tones, describing their use of colour to achieve a specified intention. Design a coat of arms or a shield- independently mix the paints to create their chosen colours.</p> <p>Paint a castle in the style of Paul Klee using this video https://www.youtube.com/watch?v=uAVhGIJBxl</p>	<p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Compose their own composition with coloured objects and artefacts.</p> <p>Paint a pirate ship scene- experimenting with different tools/techniques</p> <p>Make an underwater scene collage on a big scale (using recycled materials?)</p> <p>Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc.</p> <p>Paint an arctic scene using watercolours</p>

			Design and paint a flag to put on the North Pole- using fabric paint on material.
	<u>Printmaking</u>		
	<p><i>Print using a variety of materials, objects and techniques inc. carbon printing, relief, press and fabric printing and rubbings.</i></p> <p>Leaf rubbing and printing.</p>	<p>Print using a variety of materials, objects and techniques inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Make a large dragon- using objects to print the scales.</p>	<p>Compose patterns and geometric designs of increasing complexity and repetition by adapting and synthesising the work of other artists.</p> <p>Look at the work of Andy Goldsworthy and create our own sculptures/artwork using natural materials/driftwood etc</p>  <p>Identify and relate man-made and natural repeating patterns.</p> <p>Use a range of printmaking techniques to express their knowledge of repeating and nonrepeating patterns.</p> <p>Extending their ability to articulate 3D form and space through practical activities.</p> <p>Experiment with printmaking using a variety of objects within the classroom- create a repeating pattern.</p>
	<u>Textiles / Collage</u>		

	<p>Stitch, knot and practise other manipulative skills. make a simple macramé doll as a scarecrow for Mr McGregor's garden</p> 	<p>Identify and describe different textures. Feely bag game</p>	<p>Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué & simple embroidery. (History)</p> <p>Make a simple mosaic. Desert island scene.</p> <p>Create a wax or oil resist to make a secret pirate treasure map.</p> <p>appliqué and simple embroidery to create a pirate flag</p> <p>Make a simple mosaic. – the different shades of the seas using mosaic tiles.</p>  <p>create something a polar explorer could wear.</p> <p>Tie-dye a bag for life to promote clean oceans and no more plastic</p>
Sculpture / 3D form			
		<p>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile.</p>

<u>Evaluation</u>			<p>When looking at creative work by other artists, express clear preferences, giving some reasons for these using basic art language.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Begin to annotate their work or use a sketchbook</p>
<u>Links to topic</u>			

Year 2 Computing			
	<p><u>Autumn</u> The World of Beatrix Potter</p> 	<p><u>Spring</u> Adventures with Knights</p> 	<p><u>Summer</u> Ocean Explorers</p> 
<u>E-safety</u>	E-Safety - Know login details and passwords should only be shared with trusted adults.		<p>E-Safety - Know that some of the people they interact with online may not be who they say they are.</p> <p>E-Safety - Be polite and respectful when communicating & playing games online.</p>

<u>Computer science</u>		<u>Can you program a bee bot to move through the castle?</u> We write an algorithm to move a bee bot.. Scratch junior	
<u>Media</u>			Record singing a pirate song Create pirate book with voices and images (Chatterpix) More advanced layouts of documents
<u>Data handling</u>			<u>How can I collect and present information?</u> We will collect data using tick and tally charts and present data using different databases and answer questions linked to our favourite arctic animal.
<u>Information Literacy</u>	Identify information through a range of appropriate forms of media.. Recognise the layout of a web page and interact with it appropriately Search for information using child friendly search engines		