

Topic Termly Overviews



Year: 2

Topic: Intrepid Explorers

Term: Spring

Subjects	Objectives/Learning intentions
Art Georgia O'Keefe- flowers	To master techniques Painting <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to make tones. • Create colour wheels. To take inspiration from the greats (classic and modern) <ul style="list-style-type: none"> • Describe the work of notable artists, craft makers and designers, describing differences and similarities in practices and disciplines. • Use some of the ideas of artists studied to create pieces.
DT Design and make own bag or rucksack	To design, make, evaluate and improve Other <ul style="list-style-type: none"> • I can generate ideas based on my investigations of products. • I can use models, pictures or words to describe my designs. • Given a design criteria, I can recognise what I have done well and suggest things I could do better in the future. To master practical skills Textiles <ul style="list-style-type: none"> • I can measure, mark, draw and cut fabric precisely. • I can join textiles using glue, staples, tying and a simple stitch, finishing products appropriately. • I know that textiles have different properties: touch, insulation texture and waterproof. To take inspiration from design through history <ul style="list-style-type: none"> • I can explore how products have been created.
Geography What are the seven wonders of the world?	To investigate places <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the seven continents and oceans. To communicate geographically <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - Key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map and use and construct basic symbols in a key.
History Greatest Explorers	To understand chronology <ul style="list-style-type: none"> • Sequence artefacts closer together in time- check with reference books. To build an overview of world history <ul style="list-style-type: none"> • Recognise why people did things, why things happened and what happened as a result. • Identify differences between ways of life at different times.
Science Plants	Working Scientifically <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions.

	<ul style="list-style-type: none"> Gather and record data to help answer questions. <p>Plants</p> <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 healthy and stay healthy.
Cultural Capital	<p>Birmingham Botanical Gardens</p> <p>Climb The Wrekin</p> <p>Visit to a Plant Nursery</p>
English Links	<p>Writing</p> <ul style="list-style-type: none"> Instructions of how to grow a plant Non chronological report about a famous explorer.