



Year 2 Curriculum Term 5

Topic Title: Scented Garden

English

This term the children will be reading the classic children’s book ‘The Twits’ by Roald Dahl. We read the book looking at characters and how evil characters are described. We learn about the different pranks that Mr and Mrs Twit play on each other and how humour is used by the author to capture the attention of the reader.

We will write a set on instructions based on the chapter ‘Wormy Spaghetti’ where we will use imperative verbs, adverbs and commands to write a set of instructions to create your own bowl of wormy spaghetti.

We then dive deeper into the story of the Twits, looking at how their pranks develop based on what happened before. We will be using this to plan, write together and then write our very own prank in the style of Roald Dahl.

Maths

Fractions

- Understand the Concept of Parts and Wholes
 - Recognise and describe that a whole can be split into **equal parts**.
 - Understand that **a part is a portion of a whole**, and more parts make a whole.
- Identify Equal and Unequal Parts
 - Distinguish between shapes split into **equal** and **unequal parts**.
 - Explain why equal parts are important when working with fractions.
- Recognise and Find a Half ($\frac{1}{2}$)
 - Recognise** a half of a shape or quantity and name it using the fraction notation $\frac{1}{2}$.
 - Find** one half of a quantity, number or shape using practical resources and diagrams.
 - Understand that finding a half involves sharing or dividing into **two equal parts**.
- Recognise and Find a Quarter ($\frac{1}{4}$)
 - Recognise** a quarter of a shape or quantity and name it using the fraction notation $\frac{1}{4}$.
 - Find** one quarter of a quantity or shape by dividing it into **four equal parts**.
- Recognise and Find a Third ($\frac{1}{3}$)
 - Recognise** one third in practical contexts and as one of **three equal parts**.
 - Find** one third of a shape or quantity using visual representations.
- Find the Whole from a Given Fraction
 - Use understanding of unit fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$) to determine the **whole** when given a part.
 - Apply the relationship between parts and wholes when problem-solving.
- Distinguish Between Unit and Non-Unit Fractions
 - Unit fractions:** Recognise fractions with a numerator of 1 (e.g. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$).
 - Non-unit fractions:** Recognise fractions with numerators greater than 1 (e.g. $\frac{3}{4}$, $\frac{2}{3}$).
 - Understand that the **numerator** represents the number of parts being considered.
- Identify Equivalence Between Fractions
 - Recognise and demonstrate that **two quarters is the same as one half** ($\frac{2}{4} = \frac{1}{2}$) using shapes or number examples.
 - Understand equivalence through practical activities (folding paper shapes, sharing counters, etc.).
- Recognise and Find Three Quarters ($\frac{3}{4}$)
 - Understand that three quarters consists of **three out of four equal parts**.
 - Accurately **find $\frac{3}{4}$ of a shape or quantity** using visual methods and reasoning.

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



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10. Count in Fractions Up to a Whole

- **Count forwards** in halves, quarters and thirds up to a whole and beyond (e.g. $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, 1; or $\frac{1}{3}$, $\frac{2}{3}$, 1).
- **Use number lines** and other visual representations to support fractional counting.

Time

1. Tell and Write the Time to the Hour

- accurately tell and write the time when the minute hand points to 12 (e.g., 1 o'clock, 5 o'clock).
- understand the term "o'clock" and link it to whole hours.
- represent whole hours on an analogue clock using both the hour and minute hands.

2. Tell and Write the Time to the Half Hour

- read and write times such as "half past 2" with accuracy.
- know that "half past" means the minute hand is on the 6 and that the hour hand is halfway between numbers.
- draw and interpret analogue clocks showing half past times.

3. Tell and Write the Time to Quarter Past and Quarter To the Hour

- understand the terms "quarter past" and "quarter to" in relation to the positions of the minute hand on the clock face.
- accurately read and record time to the nearest quarter hour.
- explain the meaning and mathematical reasoning behind quarter past (15 minutes past) and quarter to (15 minutes to).

4. Tell and Write the Time to 5-Minute Intervals

- read and write the time using 5-minute intervals (e.g., 10 past 3, 25 to 7).
- learn how to count in fives around the clock face and relate this to telling time.
- aware of the direction the hands move and the position of each number representing 5-minute increments.

5. Minutes in an Hour

- know that there are 60 minutes in one hour.
- understand the relationship between the minute hand's movement and the full rotation required to complete an hour.
- explain that each number on the clock face represents a multiple of 5 minutes.

6. Hours in a Day

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	<ul style="list-style-type: none"> • know that there are 24 hours in a day. • develop an understanding of AM and PM in the context of daily events. • identify which activities occur in the morning, afternoon, evening, and night, helping their understanding of passing time in a real-life context.
RE	PSHE
<p>Islam</p> <ul style="list-style-type: none"> • I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah • I can re-tell a story about the life of the Prophet Muhammad • I can recognise some objects used by Muslims and suggest why they are important • I can ask some questions about God that are hard to answer and offer some ideas of their own. • I can find out about and respond with ideas to examples of cooperation between people who are different. <p>Knowledge building blocks:</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> •The Muslim word for God is in the Arabic language: Allah. •That Muhammad (PBUH) is a special leader. -The Prophet cared for all Allah's creation -Muhammad forbade cruelty to any animal, -Muhammad believed in fairness and justice for all •That the Muslim place of worship is a Mosque. •That the Muslim Special Book is called the Qur'an. •The significance of a prayer mat, water and Qur'an stand. •That Muslim's face Mecca to worship. •The key features of a Mosque- minaret, dome, lack of furniture, etc. • About wudu. •About the Shahadah. •Arabic Calligraphy. • The importance of fasting during Ramadan. 	<p>Fake Is A Mistake!</p> <ul style="list-style-type: none"> • Honesty: Telling the truth, don't pretend to be something you are not • Grains of Sand There never has and never will be another one of me • The Truth about Me: Not all the thoughts we have about ourselves are true • Real is a Big Deal: Discussing how different emotions feel • Nice to Meet You! Looking at ways to be polite when meeting others • Sun Safe! Thinking of ways to stay safe in the sun (reflection and self-evaluation)
Music	PE
<p>Main Songs:</p> <p>I Wanna Play In A Band Music Is All Around Saying Sorry</p> <p>Musicianship:</p>	<p>Teacher Led- Tennis</p> <ul style="list-style-type: none"> -Develop confidence in shoe, hand and foot patterns - Introduce and develop racket hands to roll and receive a ball - Develop sending and receiving a ball

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<p>-Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low -Improvising – 1,2,3 or 5 notes – G A B C D</p> <p>Playing: Glockenspiel – C D F / F G A (3 parts)</p> <p>Improvising and Composing: Create a Graphic Score: Sparkly Things</p>	<p>-Develop confidence in throwing and catching a ball - Introduce a push serve action with targets and challenges -Introduce a volley action through sending and receiving over a basic net - Introduce a throw and catch rally - Introduce rallying with rackets</p> <p>TSC- Striking for accuracy Net and Wall Pupils should be shown how to strike a ball or object using a racket, using techniques encouraged to develop balance, control & accuracy.</p> <p>Fundamental Movement Skills addressed Locomotor- Running, Walking, Hopping, Jumping (height & distance) Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting Object Control- Control, Striking</p>
French	Computing
<p>An introduction to French including basic greetings, numbers, songs, some basic French phonics and stories. Songs include French vocabulary for numbers, days of the week, colours, feelings, seasons and greetings.</p>	<p>Creating Media – Digital Music Summer Term 1</p> <ul style="list-style-type: none"> ▪ To say how music can make us feel (not a computing related progression step) ▪ To identify that there are patterns in music ▪ To describe how music can be used in different ways ▪ To show how music is made from a series of notes ▪ To create music for a purpose ▪ To review and refine our computer work
Connected Curriculum	
Science	
Substantive Knowledge	Disciplinary Knowledge
<p>Growing a Pizza Garden Seeds and Bulbs: Seeds are small packets of plant life that can grow into new plants. Bulbs are underground storage organs that contain the energy needed to grow a plant. Growth Requirements: Plants need sunlight, water, air, nutrients, and space to grow. They convert sunlight into energy through a process called photosynthesis. Life Cycle of a Plant: Seeds germinate into seedlings, which grow into mature plants that can produce more seeds.</p> <p>Endpoints:</p>	<p>Listening and Following Instructions Listen carefully to verbal instructions when planting seeds. Follow written instructions that explain how to plant seeds and bulbs. Work together as a team to ensure the planting is done correctly.</p> <p>Measurement Skills Using a Ruler: Measure the height of your sunflower in centimetres. Recording Data: Keep a class chart to record the height of each sunflower weekly. Graphing: Plot the growth data on a graph to visualise how much they grow over time.</p>

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1. Identify at least three plants suitable for a pizza garden.
2. Demonstrate how to follow simple planting instructions.
3. Describe what plants need in order to grow.
4. List daily tasks required to care for the garden.
5. Record observations of plant growth in a garden journal.

Planting Sunflowers

Lifecycle of a Sunflower

Seed: The tiny seed contains all the information needed for the plant to grow.
 Germination: When watered and given warmth, the seed will sprout into a seedling.
 Seedling: Small plant starts to grow leaves.
 Mature Plant: The stem thickens, and the plant grows taller and develops flowers.
 Production of Seeds: Once flowering has occurred, the plant creates new seeds.

Parts of a Plant

Roots: Absorb water and nutrients from the soil.
 Stem: Supports the plant, carrying water and nutrients.
 Leaves: Photosynthesis occurs here; they capture sunlight to help the plant grow.
 Flowers: Reproductive part of the plant; can produce seeds.

Growth Conditions

Light: Sunflowers need plenty of sunlight to grow tall.
 Water: Regular watering is essential.
 Soil: Well-drained soil helps prevent root rot.
 Space: Need space to grow without competition from other plants.

Endpoints

1. Understand the basic lifecycle of a sunflower.
2. Measure and record the height of their sunflowers accurately.
3. Predict and interpret their growth, using appropriate vocabulary and graphs.
4. Discuss what conditions make for healthy plant growth.

Windowsill Garden

How Do Plants Grow?

Roots: Help the plant absorb water and nutrients from the soil.
 Shoots: Grow upwards towards the light and develop leaves for photosynthesis.
 Photosynthesis:
 What It Is: The process that plants use to turn sunlight into energy to grow.
 Ingredients Needed: Sunlight, carbon dioxide (from the air), and water.

What Do Plants Need to Grow?

Light: Plants need sunlight to make their food.
 Water: Essential for transporting nutrients and maintaining structure.
 Air: Plants need carbon dioxide from the air for photosynthesis.
 Nutrients: These are found in soil and help plants grow strong.

Predictions

Final Height: Predict the final height of the seedlings (typical sunflower heights can be between 1.5 to 3.5 metres, depending on the variety).

Observations

Keep a diary to note the changes in your plants each week.
 Discuss the differences in growth and how changing conditions might affect them.

Setting Up an Experiment

Purpose: To observe how food scraps grow when given the essentials (light, water, air) versus when they are not.
 Hypothesis: If food scraps receive light and water, they will grow roots and shoots. If they don't, they will not grow.

Control and Variable

Control Group: Scraps placed in a dark cupboard without water.
 Experimental Group: Scraps placed in sunlight with water.
 Making Observations

What to Observe:

Growth of roots and shoots over time.
 Changes in colour and texture of the scraps.
 How long it takes for growth to begin.

Scientific Vocabulary

Identify: To recognise and name something (e.g., identifying parts of a plant).
 Compare: To look at two or more things to see how they are similar or different (e.g., comparing different flowers).
 Measure: To find out the size, length, or amount of something using standard units (e.g., measuring the height of a plant).
 Observe: To look carefully and take note of details (e.g., observing the structure of a flower).

Skills Development

Using Tools: Handle scissors carefully to take apart the parts of a flower or plant.
 Recording Observations: Make notes or drawings of what you see.
 Group Work: Work with friends to explore and discuss different plants.

Observing and Reporting

How can we observe healthy habits?
 Keep a diary of what we eat, how much sleep we get, and the exercises we do.
 Reporting Observations:
 Share findings with classmates to encourage each other.

Asking Questions

Key Questions:
 Why do we need to eat different types of food?
 How does exercise affect our mood?

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<p>Endpoints</p> <ol style="list-style-type: none"> 1. Identify what food scraps can be used to grow new plants. 2. Describe the needs of a plant for healthy growth. 3. Compare and contrast the growth of the two groups (with light/water vs without). 4. Record observations in a simple way, using drawings and notes. <p>Naming Plant Parts</p> <p>Root: The part of the plant that grows underground. It anchors the plant in the soil and absorbs water and nutrients.</p> <p>Stem: The thick structure that holds the plant upright and transports water and nutrients from the roots to the leaves.</p> <p>Leaves: The green parts of the plant that are usually flat. They make food for the plant through a process called photosynthesis.</p> <p>Flower Head: The colourful part of the plant that attracts pollinators. It is where seeds are produced.</p> <p>Petals: The colourful parts of a flower that help to attract insects for pollination.</p> <p>Buds: The small, closed parts on the plant that will grow into flowers or leaves. They are like the 'baby' parts of the plant.</p> <p>Shoot: The new growth of the plant which includes the stem and leaves.</p> <p>Endpoints</p> <ol style="list-style-type: none"> 1. Name and describe the different parts of a plant using correct scientific vocabulary. 2. Carefully take apart a flower to observe its parts. 3. Count and compare petals and leaves in a variety of plants. 4. Record their findings through drawings or simple sentences. <p>Healthy Lifestyle</p> <p>Exercise</p> <p>Why is it important?</p> <p>Helps our bodies grow and stay strong.</p> <p>Keeps our hearts healthy and helps us breathe better.</p> <p>Can make us feel happy and help reduce stress.</p> <p>What types of exercise can we do?</p> <p>Walking</p> <p>Running</p> <p>Dancing</p> <p>Playing sports</p> <p>Balanced Diet</p> <p>What is a balanced diet?</p> <p>Eating a variety of different foods to give our bodies the nutrients they need.</p> <p>Food Groups:</p> <p>Fruits and Vegetables: Help us fight illness.</p> <p>Carbohydrates: Give us energy (like bread, rice, and pasta).</p>	<p>What happens to our bodies when we don't get enough sleep?</p> <p>Scientific Skills</p> <p>Observation: Noticing the properties of materials before and after a change.</p> <p>Investigation: Carrying out experiments to see how materials change.</p> <p>Sorting: Classifying materials based on properties (solid, liquid, gas) and their changes.</p> <p>Asking Questions</p> <p>Why do some materials change?</p> <p>How can we prevent undesirable changes?</p> <p>Making Predictions</p> <p>What might happen if we heat chocolate?</p> <p>What will happen if we leave a metal object outdoors?</p> <ul style="list-style-type: none"> • BBC Bitesize: What Plants Need • Royal Horticultural Society: Growing Vegetables • Gardening with Children • BBC Bitesize – Life Cycle of a Plant • Royal Horticultural Society – Sunflower Growing Guide • Let's Grow – Sunflower Resources for Schools • BBC Bitesize – What are plants? • National Geographic Kids – Plants • Learning about Plants – Plant Life Cycles • KidZone – Plant Parts Worksheet • NHS – Change4Life • Kids Health – Nutrition • Public Health England • Healthy Schools • BBC Bitesize – Changes and Properties • Primary Science – Changes of State • National Geographic Kids – Materials • Science Kids – Chemical and Physical Changes
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Proteins: Help build our muscles (like meat, fish, beans, and eggs).
Dairy: Good for our bones and teeth (like milk, cheese, and yoghurt).
Fats: Needed in small amounts (like oils and nuts).

Good Quality Sleep

Why is it important?

Helps our bodies recover and grow.

Improves our concentration and mood.

How much sleep do we need?

Children of Year 2 age typically need about 9-11 hours of sleep each night.

Personal Hygiene

Why is it important?

Helps prevent sickness and keeps us feeling good.

Key Personal Hygiene Practices:

Washing hands regularly, especially before meals and after using the toilet.

Brushing teeth twice a day.

Bathing or showering regularly.

Endpoints

1. Describe the benefits of exercise, a balanced diet, good sleep, and personal hygiene.
2. Identify ways to incorporate healthy choices into their daily lives.
3. Understand the importance of these habits for their overall wellbeing.

Changes

Types of Changes

Physical Changes: Changes that do not alter the chemical composition of a material.

Examples:

Melting ice into water

Cutting paper

Chemical Changes: Changes that transform one substance into a different substance.

Examples:

Baking bread

Rusting iron

Desirable Changes

Definition: Changes that are beneficial or useful.

Examples:

Melting chocolate to make a cake.

Cutting wood to create furniture.

Undesirable Changes

Definition: Changes that result in damage or waste.

Examples:

Spoiling food.

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<p>Rusting metal tools</p> <p>Endpoints</p> <ol style="list-style-type: none"> 1. Identify and describe different materials and their properties. 2. Explain physical and chemical changes with examples. 3. Discuss which changes are desirable or undesirable and explain why. 	
Geography	
Substantive Knowledge	Disciplinary Knowledge
<p>A Community Walk</p> <p>Plants and Flowers</p> <p>Dandelion: Bright yellow flower with serrated leaves.</p> <p>Daisy: Small white flower with a yellow centre.</p> <p>Buttercup: Yellow flower with glossy petals.</p> <p>Bluebell: Bell-shaped flower usually found in woodlands.</p> <p>Nettle: Green plant with stinging hairs.</p> <p>Geographical Features</p> <p>School: Building where children go to learn.</p> <p>Shops: Place to buy goods.</p> <p>Post Office: Facility for sending and receiving mail.</p> <p>Road: Path for vehicles.</p> <p>Park: Green area for recreation.</p> <p>Woodland: Area with many trees.</p> <p>Local Plants and Flowers</p> <p>Identify various plants and flowers commonly found in the local community.</p> <p>Learn about the different parts of plants and their functions.</p> <p>Understand the importance of plants and flowers for the environment.</p> <p>Geographical Features</p> <p>Recognise and name key geographical features such as the school, shops, post office, road, park, and woodland.</p> <p>Understand how landmarks and natural surroundings contribute to the local community.</p> <p>End Points</p> <ol style="list-style-type: none"> 1. Identify a variety of plants and flowers in their local environment. 2. Name key geographical locations in their community. 3. Create a map of their walk with a key highlighting important features. <p>Rainforest Flora</p> <p>Location:</p>	<p>Observation and Documentation</p> <p>Use cameras or tablets to capture images of plants and flowers during the walk.</p> <p>Create a list of identified plants and flowers in a simple table format.</p> <p>Recall and sequence the plants and flowers seen during the walk.</p> <p>Mapping and Planning</p> <p>Create maps and plans of the walk, plotting the locations where plants and flowers were observed.</p> <p>Include a key to identify different geographical</p> <p>Geography skills:</p> <p>Identify Brazil and the equator on a world map.</p> <p>Explain the concept of climate and how it affects plant growth.</p> <p>Introduce terms like rainforest, humidity, and tropical climate.</p> <p>Scientific understanding:</p> <p>Explore the different parts of a plant (roots, stem, leaves, flowers) through examples from the rainforest.</p> <p>Discuss the role of plants in producing oxygen and providing habitats for animals.</p> <p>Highlight the importance</p> <ul style="list-style-type: none"> • The Woodland Trust Nature Detectives • Royal Horticultural Society for Kids • Rainforest Alliance Kids • National Geographic Kids - Rainforests

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The Brazilian rainforest is located in South America, primarily in Brazil.
 Locate Brazil on a world map and highlight the Amazon Rainforest.
 Discuss the proximity of the rainforest to the equator and its impact on climate.
 Climate:
 The Brazilian rainforest has a hot and humid climate. Talk about the high levels of rainfall and humidity in the rainforest.
 Explain how the climate supports the growth of a wide variety of plants and flowers.
 Types of plants and flowers:
 Mention specific plants like the Brazil nut tree, orchids, bromeliads, and the Victoria water lily.
 Use pictures or videos to showcase the unique characteristics of these plants.
 Discuss the importance of these plants to the ecosystem of the rainforest.

End Points

1. Locate Brazil and the Amazon Rainforest on a world map.
2. Describe the climate of the Brazilian rainforest and its impact on plant growth.
3. Identify and name at least three plants or flowers found in the Brazilian rainforest.

Explain why the Brazilian rainforest is an important ecosystem.



Art

Substantive Knowledge

Rainforest Sculptures

Rainforests are lush, vibrant environments filled with giant leaves and colourful flowers.
 Soft wire can mimic the shape of rainforest leaves and flower heads.
 Coloured tissue paper can be layered over wire frames to add colour and texture.
 Liquid glue can be used to coat the tissue paper, giving the artwork a shiny finish.
 Tear, cut, stick, and layer paper to create interesting and colourful effects in the artwork.

Endpoints

1. Create a wire frame structure resembling rainforest leaves or flower heads
2. Layer coloured tissue paper over the wire frame to add realistic colours
3. Apply liquid glue to coat the structure for a shiny finish
4. Use torn, cut, and layered paper to create visually appealing and colourful effects
5. Understand the basic process of sculpture-making using wire and paper

Observational Drawing

Key Concepts:
 Observational Drawing
 Scented Flowers
 Using Hand Lenses
 Colour, Shapes, and Patterns
 Drawing Materials

Disciplinary Knowledge

Drawing and Design

Observational Drawing: Sketching different types of rainforest leaves and flowers to plan out the wire frame structure.
 Design Thinking: Planning the composition of the sculpture and choosing colours for the tissue paper.
 Sculpture Techniques
 Wire Work: Shaping soft wire to form the basic structure of leaves and flower heads.
 Paper Layering: Understanding how layering tissue paper can create depth and texture in the sculpture.

Colour Application

Colour Mixing: Experimenting with layering different colours of tissue paper to create vibrant effects.
 Coating with Glaze: Applying liquid glue evenly to coat the sculpture for a shiny finish.

Drawing Materials:

Chalks, Felt Pens, Wax and Pencil Crayons, Pastels
 Smelly Pens for adding a sensory dimension
 Observational Skills:
 Use Hand Lenses to look closely at colours, shapes, and patterns of scented flowers.
 Record ideas through detailed drawings focusing on the details observed.
 Art Skills:
 Blending colours to create gradients and realistic effects.

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<p>Sensory Dimension in Artwork</p> <p>Key Terminology:</p> <p>Observational: Carefully looking and drawing what you see.</p> <p>Scented: Having a pleasant smell.</p> <p>Hand Lens: A magnifying glass for observing details closely.</p> <p>Palette: The range of colours an artist uses.</p> <p>Texture: The way something feels visually in an artwork.</p> <p>Composition: How different elements are arranged in a piece of art.</p> <p>Artists to Explore:</p> <p>Georgia O’Keeffe (Known for her flower paintings)</p> <p>Vincent van Gogh (Famous for his vibrant and expressive artworks)</p> <p>Endpoints</p> <ol style="list-style-type: none"> 1. Make detailed observational drawings of scented flowers. 2. Demonstrate the use of hand lenses to observe colours, shapes, and patterns in flowers. 3. Choose suitable drawing materials to record their ideas effectively. 4. Record ideas through varied mediums like chalks, felt pens, wax and pencil crayons, and pastels. 	<p>Using different strokes and pressures to show texture in flowers.</p> <p>Experimenting with different materials to understand their properties and effects on artwork.</p> <p>Creating compositions that are visually appealing and balanced.</p> <ul style="list-style-type: none"> • BBC Bitesize – Art and Design • The Artful Parent – Rainforest Art Projects for Kids • BBC Bitesize – Rainforest Facts for Kids • Tate Kids – Make a Tissue Paper Flower • The Rainforest Alliance – Kids’ Corner • Tate Kids: How to Draw Flowers • National Geographic Kids: Flowers Facts • The Artful Parent: Flower Art Activities for Kids
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Design and Technology

Substantive Knowledge	Disciplinary Knowledge
<p>Scented Playdoh</p> <p>Ingredients: Flour, salt, cream of tartar, water, vegetable oil, scents (lavender, basil paste, rose oil, mint tea)</p> <p>Equipment: Mixing bowl, measuring cups, measuring spoons, pestle and mortar, rolling pin, cookie cutters</p> <p>Safety: Wash hands before and after activity, do not eat the play dough</p> <p>Endpoints</p> <ol style="list-style-type: none"> 1. Explain their choices of scents for the play dough. 2. Measure and mix ingredients accurately. 3. Demonstrate kneading and manipulating the dough. 4. Discuss the sensory experiences of the fragrant play dough. 5. Reflect on their design choices and experiences. <p>Make a Pizza</p> <p>Food Sources: Understanding where different ingredients come from such as wheat for flour, tomato for sauce, milk for cheese, and vegetables.</p> <p>Healthy Eating: Recognising the importance of a balanced diet and the key food groups.</p> <p>Food Preparation: Learning basic food preparation techniques like chopping, grating, and mixing.</p> <p>Endpoints</p> <ol style="list-style-type: none"> 1. Identify the origins of key pizza ingredients. 2. Understand the process of making a pizza from scratch. 	<p>Playing Creatively:</p> <p>Guide children in exploring various ways to interact with scented play dough, such as rolling, squeezing, and stretching.</p> <p>Planning:</p> <p>Students will plan their pizza by selecting ingredients and considering dietary requirements.</p> <p>Measuring:</p> <p>Using measuring tools to accurately portion ingredients and follow a recipe.</p> <p>Cooking:</p> <p>Students will learn basic cooking techniques, such as mixing, spreading, and baking.</p> <p>Presentation:</p> <p>Presenting their pizza in an appealing way, considering colour, texture, and taste.</p> <ul style="list-style-type: none"> • BBC Bitesize – How to Make Play Dough • The Spruce Eats – Homemade Play Dough Recipe • BBC Bitesize – Where Food Comes From • Food a Fact of Life – Growing and Farming

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| <ol style="list-style-type: none">3. Demonstrate basic food preparation skills.4. Create their own pizza following a recipe. | |
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