



Barrow Hedges Medium Term Topic Planner (Overview)

Year 2 Summer 2

The Scented Garden

Art & Design: *Flowers & plants*

- To use a range of materials creatively to design and create a scented garden collage.
- To use different kinds of materials and explain why I have chosen them.
- To learn about the work of artists who draw and paint flowers.
- To be able to describe the differences and similarities between different artist's work.
- To use the work of artists to create a flower.
- To observe closely and keep my work in proportion.
- To use a range of materials creatively to design and create a 3D flower.

Music: *Western Classical Music*

Each unit in the Year 2 the music curriculum covers the following skills:

- To recognise styles.
- To find the pulse.
- To recognise instruments.
- To understand how the dimensions of music work.
- To understand how a song is structured.
- To learn about singing and vocal health.
- To play a classroom instrument (tuned and untuned) in a group/band/ensemble.
- To experiment with sounds.
- To create my own responses, melodies and rhythms.
- To perform to each other.

Computing: *We are photographers*

- To consider the technical and artistic merits of photographs.
- To understand different photographic techniques.
- To take digital photographs.
- To review and reject or pick the images we have taken.
- To edit and enhance photographs.
- To create a photography portfolio.

E-safety

- To know what is meant by personal information.
- To identify where to go for help and support with concerns.

PHSE and Relationships Education: *Changes*

- To know that I can make changes happen from the choices I make.
- To know that some changes can be made quickly and easily.
- To know that making some changes can be hard and can take a long time.
- Recognise changes that can be made to improve the local, natural environment including by conserving energy.

Citizenship:

- To be able to make choices about how to spend and save money sensibly.

RE:

- To know why the Torah is important to Jewish people.
- To research the work of a scribe.
- To be able to describe how the Torah is kept and respected.
- To explore a story from the Torah (Jonah and the Whale).
- To research the Simchat Torah Festival.



PE:

Indoors: *Yoga*

The overriding principles behind teaching children yoga in school are:

- To understand that not all sport is competitive.
- To develop acceptance and tolerance of others and value all living things.
- To develop a healthy approach to eating and the ability to calm oneself and focus the mind.
- To teach children to focus, to be present, to concentrate and focus on their breathing.
- To teach calming techniques.
- To develop a greater sense self-awareness: strength, suppleness.
- To support positive mental health.

Outdoor: *Athletics*

- To be able to vary running styles and speeds depending on the task.
- To be able to change direction quickly.
- To be able to understand relays and pass the baton onto the next runner.
- To be able to jump for height and distance.
- To take off and land with control.
- To understand the different effects exercise has on the body.

History:

No focus this half term.

Geography: *Island Homes*

- To identify hot and cold areas of the world.
- To find Madagascar on a world map and decide on its climate and by looking at its location in the world.
- To explore the landscapes of Madagascar.
- To be able to describe some of the features of an island and compare this with the UK.
- To find out how jobs are the same or different to the UK.
- To find out if Madagascar has been spoilt or improved by humans living there.

D&T: *Food & Nutrition*

- To evaluate different fruit and know where and how they are grown.
- To handle food hygienically and use cutting equipment safely.
- To understand the importance of eating vegetables as part of a balanced diet.
- To plan and design a dish from home-grown vegetables.
- To evaluate the dish made, what went well and what could have been improved.

Science: *Plants*

- To be able to observe seeds closely using simple equipment.
- To be able to sort seeds using their similarities and differences.
- To compare what bulbs need so that can grow healthily.
- To perform a simple test and talk about what I have found out.
- To test which is the best way to grow seeds.
- To gather and record data to help answer a question.
- To record and gather data to answer the question, "do seeds need water to grow?"
- To observe whether all seeds grow the same way and talk about my findings.
- To explore what temperature plants need so they can grow.
- To explore how light affects how well plants grow.