



## Barrow Hedges Medium Term Topic Planner (Overview)

### Year 2 Summer 2

#### The Scented Garden

##### Art & Design: *Flowers & plants*

- To use different painting techniques to create a garden of flowers.
- To use a range of materials creatively to design and make a 3D flower.
- To draw flowers from observation.
- To develop a wide range of art and design techniques in using colour, line and shape.
- To experiment with different line drawing techniques.
- To create a piece of art in response to the work of an artist.
- To cut and tear paper materials for collage.
- To learn about the work of a range of artists and make links to their own work.

##### Music: *Scented Garden*

This 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 using voice and instruments
- To create my own responses, melodies and rhythms.
- To perform to each other
- To use musical language to talk about what you are listening to

##### 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.

##### Safeguarding:

- To know about the dangers of the sun and how to protect ourselves.

##### 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.
- To be able to throw an object for accuracy and distance.

##### History:

No focus this half term.

##### Geography:

No Geography focus this half term.

##### D&T: *Fruit and Vegetables*

- 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 needs 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.