

Summer 2

EYFS Topic: Superheroes!

KS1 Topic: Where the Wild Things Grow!

Shine Value:



SUMMER 2 Overview	EYFS	YEAR 1	YEAR 2
	Superheroes	Where the wild things grow!	
Wow Event	Visits from local community heroes Make fruit kebabs with Cucina	Trip: Ferry Meadows	Trip: The Theatre
Science	Where do vegetables come from and how do they grow? Investigation: How can we make ice melt faster? Investigation: What happens when you boil a potato? Investigation: What happens when you leave vegetables out Life cycles of a plant: grow a pea	How do we know plants are alive? Name common plants & trees Know the difference between evergreen and deciduous trees Observe how a seed grows	The life cycle of a flowering plant Investigate what a plant needs to survive Identify habitats and microhabitats Know what humans can do to protect the environment Food chains
Computing - KAPOW	Digital Literacy Exploring Apps (Chatter Pics/Puppet Pals)	Data Handling: Introduction to data	Creating Media: Stop motion
History	Superheroes from the past (Seacole, Nightingale, Cavell)	Research the people from the past that gave us our class names	Research the people from the past that gave us our class names
Geography	Map of the kitchen garden		
DT	Design and create a trap for Evil Pea		
Art	FOREST SCHOOL: Flower printing/nature bookmarks Guiseppe Arcimboldo style vegetable art Vegetable printing Create vegetable superheroes Self-portrait - assessment	Observational drawings of plants	Big Art Self-portrait assessment
RE	What can we learn from the bible? Stories – Jonah and the Whale David and Goliath	What can we learn from religious stories?	What can we learn from religious stories? <i>How should people behave?</i>
PSHE	How can we be heroes? What do heroes look like in our community? Emotions, feelings and changes Forgiveness: Would you forgive Evil Pea Healthy Eating for healthy minds and bodies	Respectful Relationships Changes and differences Online bullying	Respectful Relationships Changes and differences Cyberbullying stereotypes
Dance		Interpretive Dance: Weather	Interpretive Dance: Minibeasts
Gym			
Games	PREMIER SPORTS Team Games: Land of Fairy Tales	PREMIER SPORTS Athletics	PREMIER SPORTS Athletics
Music - KAPOW	Big Band	Fairytales: timbre & rhythmic patterns	Myths & legends

UW/CL/Science

The Big Question

<p>EYFS: Where do vegetables come from and how do they grow?</p>	<p>YEAR 1: How do you know if a plant is alive?</p>	<p>YEAR 2: How do you know if a plant is dead, alive or has never been alive?</p>
<p>EYFS: <u>Communication and Language</u> Learn new vocabulary Use new vocabulary through the day Articulate their ideas and thoughts in well-formed sentences.</p>	<p>YEAR 1: <u>NC: Scientific Language</u> plant, flower, leaf, stem, root, tree, seed</p>	<p>YEAR 2: <u>NC: Scientific Language</u> plant, seed, germination, pollination, fertilisation, dispersal</p>

Knowledge Progression

<p>EYFS: <u>Understanding the World</u> <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG)</p> <p>Know where vegetables come from Know that vegetables grow Know the life cycle of a garden pea</p>	<p>YEAR 1: <u>NC: Plants</u> Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Identify parts of a plant</p> <p>Know what a plant needs to grow</p> <p>Observe how a seed grows</p>	<p><u>NC: Plants</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Name common wild and garden plants: daisy, buttercup, lavender, grass, dandelion, oak tree, silver birch tree, horse chestnut tree</p> <p>Know the difference between an evergreen and a deciduous tree</p>	<p>YEAR 2: <u>NC: Living things and their habitat: Plants</u> 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 and stay healthy.</p> <p>Identify and name common wild and garden plants: hawthorn, hemlock, nettles</p> <p>Identify parts of flowering and non-flowering plants</p> <p>Know the life cycle of a plant</p>	<p><u>NC: Living things and their habitat: Animals</u> Explore and compare the differences between things that are living, dead, and things that have never been alive. 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. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Identify habitats and micro habitats Know the difference between a consumer and a producer Create a food chain according to what an animal eats Know what humans can do to protect the environment</p>
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Skills Progression

<p>EYFS: Talk about what they can see using a wide vocabulary</p> <p>Investigation: How can we make the ice melt faster? What happens to vegetables if you leave them out? What happens when you boil a potato? What happens when you plant a pea seed? Observe changes</p>	<p>YEAR 1: <u>NC: Working Scientifically</u> Ask simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>YEAR 2: <u>NC: Working Scientifically</u> Ask and answer questions Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>
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EAD/CL/Computing

Vocabulary Progression

<p>EYFS: <u>Communication and Language</u> <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i></p>	<p>YEAR 1: <u>NC: Computing Language</u> Bar chart, block graph, chart, data, edit, pictogram, table, tally</p>	<p>YEAR 2: <u>NC: Computing Language</u> Animation, background, frames, moving images, object, onion skinning, still images</p>
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Knowledge Progression

<p>EYFS: <u>Expressive Arts and Design</u> <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>Share their creations, explaining the process they have used.</i></p> <p>Father's Day cards – iPad self-portraits Know how to use key elements of the iPad Apps used to create (change colour, make marks using pen, take a photo, add sound)</p>	<p>YEAR 1: <u>NC: Digital Literacy</u> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <u>Information Technology</u> <i>Recognise common uses of information technology beyond school</i></p> <p>KAPOW Data Handling: Introduction to data</p> <p>Know that charts and pictograms can be created using a computer. Understand that a branching database is a way of classifying a group of objects. Know that computers understand different types of 'input'.</p>	<p>YEAR 2: <u>NC: Digital Literacy</u> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <u>Information Technology</u> <i>Recognise common uses of information technology beyond school</i></p> <p>KAPOW Creating Media: Stop Motion using tablet devices</p> <p>Understand that an animation is made up of a sequence of photographs. Know that small changes in my frames will create a smoother looking animation. Understand what software creates simple animations and some of its features e.g. onion skinning.</p>
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<p>EYFS: <u>Expressive Arts and Design</u> <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>Share their creations, explaining the process they have used.</i></p> <p><i>Use iPad Apps to create digital pictures</i> <i>Use iPad Apps to create a story retell</i> <i>Explore Apps Chatterpix, Puppet Pals</i></p>	<p>YEAR 1: <u>NC: Digital Literacy</u> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <u>Information Technology</u> <i>Recognise common uses of information technology beyond school</i></p> <p>Recognise devices that are connected to the internet. Understand that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. Use data representations to answer questions about data. Use software to explore and create pictograms and branching databases.</p>	<p>YEAR 2: <u>NC: Digital Literacy</u> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <u>Information Technology</u> <i>Recognise common uses of information technology beyond school</i></p> <p>Use greater control when taking photos with cameras, tablets or computers. Use logical thinking to explore software, predicting, testing and explaining what it does.</p>
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EAD/Art

Vocabulary Progression

<p>EYFS: <u>Communication and Language</u> <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i></p> <p>Natural, print, costume, design, create</p>	<p>YEAR 1: <u>NC: Art Language</u></p> <p>Stippling, crosshatching, observe</p>	<p>YEAR 2: <u>NC: Art Language</u></p> <p>Primary colours, secondary colours</p>
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Knowledge Progression

<p>EYFS: <u>Expressive Arts and Design</u> <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>Share their creations, explaining the process they have used.</i> <i>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories.</i></p> <p>Know that art can be made using natural materials in different ways Know what is needed to create costumes and props for story characters</p>	<p>YEAR 1: <u>NC: Observational Drawings</u> <i>Use drawing and painting to develop and share their ideas, experiences and imagination.</i> <i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> <p>Understand mark making terms such as stippling and crosshatching</p>	<p>YEAR 2: <u>NC: Big Art</u> <i>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i> <i>Use drawing and painting to develop and share their ideas, experiences and imagination.</i></p> <p>Explain how to make secondary colours.</p>
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Skills Progression

<p>EYFS: <u>Expressive Arts and Design</u> <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>Share their creations, explaining the process they have used.</i></p> <p>Explore printing: flower and leaf printing Vegetable printing Talk about methods used to create artwork</p>	<p><u>Expressive Arts and Design</u> <i>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories.</i></p> <p>Design and make a trap to capture the Evil Pea Create superhero costumes for role play create a supermarket for role play</p>	<p>YEAR 1: <u>NC: Observational Drawings</u> <i>Use drawing and painting to develop and share their ideas, experiences and imagination.</i> <i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> <p>Use lines, shapes and patterns to draw real objects Use mark making techniques such as stippling and crosshatching to create image Use a variety of tools and techniques including the use of different brush sizes. Begin to discuss and mix secondary colours and shades (using black and white paint). Evaluate artwork using criteria</p>	<p>YEAR 2: <u>NC: Big Art</u> <i>Create movement</i> <i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> <p>Work on a range of scales e.g. large brush on large paper, cardboard strips, different sized paintbrushes etc. Evaluate artwork using criteria</p>
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EAD/CL/Music

Vocabulary Progression

EYFS:

Communication and Language Learn new vocabulary

Musical instrument, orchestra, beat, band, sound, shake, tap, bang, strum, jingle, pitch

YEAR 1:

NC: Music Language

timbre, rhythmic, pulse, instrument

YEAR 2:

NC: Music Language

timbre, dynamics, tempo, call and response, rhythm, structure

Knowledge Progression

EYFS:

Communication and Language

Understand how to listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs

Expressive Arts and Design

Listen attentively, move to and talk about music, expressing their feelings and responses.

KAPOW: Big Band

Know that instruments make different sounds
Know that an orchestra is a big band
Know the names of some tuned and untuned instruments
Know when to start and stop playing an instrument

YEAR 1:

NC: Listen with concentration and understanding to a range of high quality (live) and recorded music

Use voices expressively and creatively by singing songs

NC: Experiment with, create, select and combine sounds using the interrelated dimensions of music

Play tuned and untuned instruments musically.

KAPOW

Timbre and Rhythmic Patterns

Theme: Fairy Tales

Know that an instrument or rhythm pattern can represent a character in a story.
Know that my voice can create different timbres to help tell a story.
Know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.

YEAR 2:

NC: Listen with concentration and understanding to a range of high quality (live) and recorded music

Use voices expressively and creatively by singing songs

Experiment with, create, select and combine sounds using the interrelated dimensions of music

Play tuned and untuned instruments musically.

KAPOW

Myths & Legends

Know that a graphic score can show a picture of the structure of music.
Know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
Know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.

Skills Progression

EYFS:

Expressive Arts and Design

Explore and engage in music making and dance, performing solo or in groups.

ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Copy and follow a beat
Follow a beat using an untuned instrument
Experiment with playing tuned and untuned instruments
Play in time to familiar songs
Choose appropriate instruments to represent different parts of a song.
Perform a practised song to a small audience.

YEAR 1:

NC: Listen with concentration and understanding to a range of high quality (live) and recorded music

Use voices expressively and creatively by singing songs

NC: Experiment with, create, select and combine sounds using the interrelated dimensions of music

Play tuned and untuned instruments musically.

Recognise and understand the difference between pulse and rhythm.
Understand that different types of sounds are called timbres.
Recognise basic tempo, dynamic and pitch changes.
Describe the character, mood, or 'story' of music they listen to (verbally or through movement).
Describe the differences between two pieces of music.
Listen to and repeat short, simple rhythmic patterns.
Listen and respond to other performers by playing as part of a group.
Select and create short sequences of sound with voices or instruments to represent a given idea or character.
Use their voices expressively to speak and chant.

NC: Listen with concentration and understanding to a range of high quality (live) and recorded music

Use voices expressively and creatively by singing songs

Experiment with, create, select and combine sounds using the interrelated dimensions of music

Play tuned and untuned instruments musically.

Recognise timbre changes in music they listen to.
Recognise structural features in music they listen to.
Listen to and recognise instrumentation.
Begin to use musical vocabulary to describe music.
Suggest improvements to their own and others' work.
Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
Successfully combine and layer several instrumental and vocal patterns within a given structure.
Choose appropriate dynamics, tempo and timbre for a piece of music.
Use letter name and graphic notation to represent the details of their composition.
Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
Perform expressively using dynamics and timbre to alter sounds as appropriate.

UW/CL/RE

The Big Question

<p>EYFS: What can we learn from stories from the Bible? Jonah, David and Goliath</p>	<p>YEAR 1: What can we learn from religious stories? Christian: Joseph, Islam: Baby Birds</p>	<p>YEAR 2: What can we learn from religious stories? How should people behave?</p>
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Vocabulary Progression

<p>EYFS: <u>Communication and Language</u> Learn new vocabulary Use new vocabulary through the day</p> <p>Chosen, God</p>	<p>YEAR 1: AT1: Become familiar with key words and vocabulary.</p> <p>caring, kindness, respect</p>	<p>YEAR 2: AT1: Become familiar with key words and vocabulary.</p> <p>commandment, behave, Guru, moral, parable</p>
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Knowledge Progression

<p>EYFS: <u>Understanding the World</u> <u>Past and Present</u> ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books <u>People, Culture and Communities</u> ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p>YEAR 1: AT1: Respond and order some of the religious and moral stories from the Bible and at least one other religious text, special book or religion other than Christianity. (Islam, The Quran).</p> <p>Listen to Christian and Islamic stories Consider the importance of religious stories in Christianity and Islam</p>	<p>YEAR 2: AT1 Respond and order some of the religious and moral stories from the Bible and at least one other religious text, special book or religion other than Christianity. (Islam, The Quran).</p> <p>Listen to Christian and Sikh stories Consider the importance of religious books in Christianity and Sikhism Know what is moral behaviour</p>
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Skills Progression

<p>EYFS: <u>Understanding the World</u> <u>People, Culture and Communities</u> Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><u>People, Culture and Communities</u> ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>YEAR 1: AT2: Begin to suggest meanings of some religious and moral stories. Express own ideas creatively.</p> <p>Think about what we can learn from religious stories Consider the different moral/religious meanings behind stories and parables</p>	<p>YEAR 2: AT2: Begin to suggest meanings of some religious and moral stories. Express own ideas creatively.</p> <p>Think about what religious books teach us about how to behave Consider the different moral/religious meanings behind stories/parables</p>
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PD/PE

Vocabulary Progression

<p>EYFS: <u>Communication and Language</u></p> <p>Rules, games</p>	<p>YEAR 1: <u>Interpretative Dance:</u> grow, glide, spiral, explode and dynamics</p> <p><u>Athletics:</u> distance, accurate, obstacle</p>	<p>YEAR 2: <u>Interpretative Dance:</u> glide, flutter, slow, fast, sharp, soft, rigid, motif</p> <p><u>Athletics:</u> sprint, hurdle, push and pull</p>
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Knowledge Progression

<p>EYFS: <i>Team Games – Land of Fairy Tales (Start Sporty). Cover all skills developed throughout the year:</i></p> <p>Know how to work together as a team to complete activities with previously learnt skills</p> <p>Know the rules of simple team games</p> <p>Know how to turn take</p>	<p>YEAR 1: <i>Athletics (Premier Sports Coach)</i> <i>NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p>Know how to safely move over obstacles Understand the importance of aiming for distance throwing for accuracy Know how to jump for distance</p>	<p><i>Interpretative Dance (The Weather)</i> <i>NC: Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</i> <i>Perform dances using simple movement patterns.</i></p> <p>Understand how movement can depict different types of weather and plant growing Understand the importance of moving with control Understand the term mirroring as copying another person's movements exactly. Understand the terminology of dance to be able to talk about their movements and the movements of others</p>	<p>YEAR 2: <i>Athletics (Premier Sports Coach)</i> <i>NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p>Know how to run at speed safely over hurdles Relay races and running over obstacles Know the push and pull method of throwing for distance Know how to jump for height and distance</p>	<p><i>Interpretative Dance (The Weather)</i> <i>NC: Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</i> <i>Perform dances using simple movement patterns.</i></p> <p>Understand the importance of imagination when creating movements Know that combining actions together is called a motif Understand the terminology of dance to be able to talk about their movements and the movements of others</p>
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Skills Progression

<p>EYFS: <i>Team Games – Land of Fairy Tales (Start Sporty). Cover all skills developed throughout the year:</i></p> <p>Use of space Travelling Balancing Jumping Ball skills Aiming at a target Safely use apparatus Participate in simple team games that involve turn taking.</p>	<p>YEAR 1: <i>NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p>Run at different speeds and over obstacles Throw for distance (accuracy) Jump for distance</p>	<p><i>NC: Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</i> <i>Perform dances using simple movement patterns.</i></p> <p>Move in a controlled manner, at different speeds and directions and respond appropriately to a range of weather stimuli. Explore movements of a plant as they grow. Create own movement phrase in small groups to represent a plant growing and seed being dispersed. Develop movement phrase by adding in actions to represent the weather.</p>	<p>YEAR 2: <i>NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p>Run for speed (sprinting) and over hurdles Relay races and running over obstacles Throw for distance with a push and pull. Use of javelin. Jumping for height and distance</p>	<p><i>NC: Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</i> <i>Perform dances using simple movement patterns.</i></p> <p>Perform a range of actions with imagination and control. Understand and perform simple basic travelling skills on feet Combine actions together into a short movement phrase, creating a simple motif Copy and develop a range of actions Move and freeze with control and coordination Observe and talk about each other's dances</p>
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PSED/PSHE

Vocabulary Progression

EYFS:

Communication and Language

Hero, rules, feelings, healthy, vegetables, fruit

YEAR 1:

NC: Emotional Vocabulary

kind, friend, different, respect, unkind

YEAR 2:

NC: Emotional Vocabulary

bully, cyberbully, respect, responsibility, stereotype

Knowledge Progression

EYFS:

Express their feelings and consider the feelings of others. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.

Discuss people who help us and how they are heroes

Discuss healthy foods and why they are important for healthy minds and bodies

How do the vegetables feel at different parts of the story?

Talk about situations in the setting where conflicts may arise. How can we solve these problems without arguing or fighting?

Discuss which school rules Evil Pea is breaking

Would you forgive Evil Pea? Discuss forgiveness

Reflect on how we have changed during the Reception year.

How are we feeling about moving to a new class?

YEAR 1:

NC: Working Together: Respectful Relationships

Understand the importance of self-respect and showing respect to others.

Know the behaviours and actions of being kind

Know how to be a good friend.

Understand the importance of respecting others, even when they are different from them (physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

Know that bullying can take on different forms including online

YEAR 2:

NC: Working Together: Respectful Relationships

Understand that there are different types of bullying (including cyberbullying),

Know the impact of bullying

Know the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Know what a stereotype is, and how stereotypes can be unfair, negative or destructive

Skills Progression

EYFS:

Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.

YEAR 1:

NC: Working Together: Respectful Relationships

Describe ways that some people can be unkind

Describe ways that people can be unkind online

Express how they feel or could feel in different situations

Listen to others' ideas and opinions

YEAR 2:

NC: Working Together: Respectful Relationships

Share examples of how bullying can make others feel.

Explain how stereotypes can be unfair, negative or destructive

Express how they feel or could feel in different situations

Listen to others' ideas and opinions

Assessment & Evidence

Y1: I can identify parts of a plant

Y1: I can name common garden and wild plants

Y1: I know the difference between evergreen and deciduous trees

Y1: I know what a plant needs to grow

Y2: I can identify parts of a flowering and non-flowering plant

Y2: I know the life cycle of a plant

Y2: I can identify parts of a flowering and non-flowering plant

Y2: I know the life cycle of a plant

Y2: I can identify habitats and micro habitats

Y2: I know the difference between a producer and a consumer

Y2: I can create a food chain

Y2: I know what I can do to protect the environment

Y1: I can use mark making techniques such as stippling and crosshatching to create observational drawings

Y2: I can use primary and secondary colours to create big art

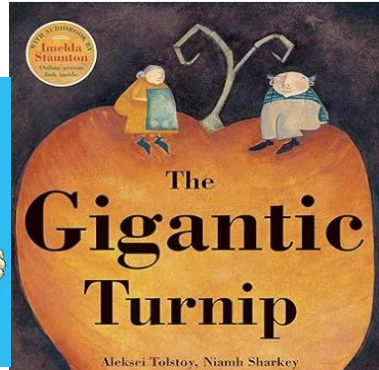
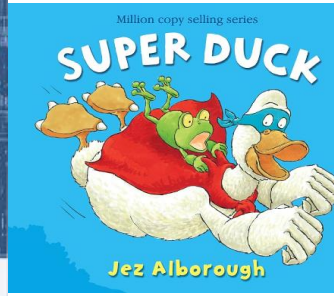
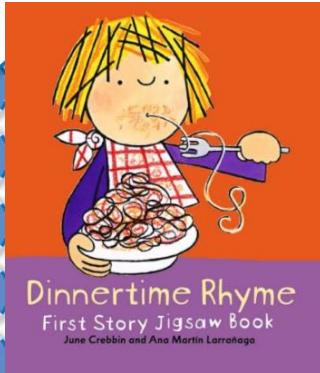
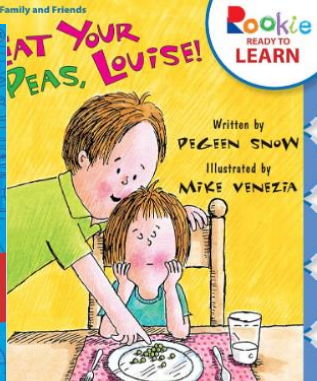
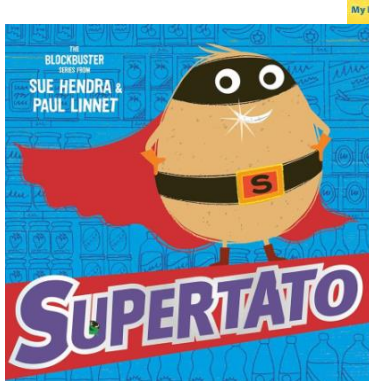
Y2: I can evaluate my artwork and suggest improvements

Y1: I can use data representations to answer questions about data

Y2: I can create a moving image using stop motion animation

- ❖ Double page spread
- ❖ Artwork
- ❖ Flip book animation (Year 2)

Key Texts

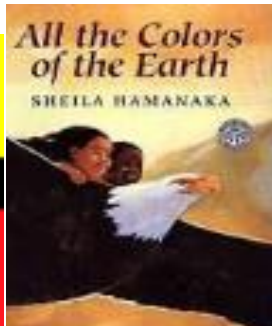
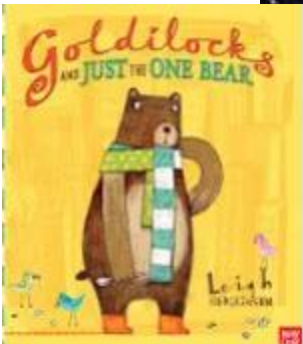


Literacy

EYFS

PSED

UW



English

PSHE

KS1

RE