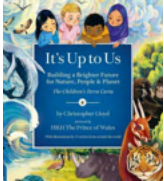





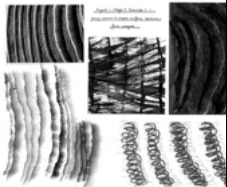


Year 2	SEQUENCE OF LEARNING	
Summer Term 1	<p>Enquiry Question: How does the work of others inspire us to look after our environment?</p> <p><i>Does our question give the children a real sense of what they will be exploring and finding out about? It should engage them in thinking about the ways in which they might answer it or go about finding answers.</i></p> <p><i>Consider the best order for your enquiries and it fits the time of the year. Think about the location and cultural context of our school. Does it coincide with particular events or festivals and is relevant to our community?</i></p>	
	<p>Harmony Principle: Oneness</p> <p><i>Does this principle existing in nature integrate into our learning and help develop an understanding of how the world works?</i></p>	
	<p>Great Work: Secret Agent Training</p> <p><i>A purposeful outcome of the learning and a celebration of what has been learnt. Generate a sense of excitement, achievement, pride.</i></p> <p><i>The outcome can be shared so we need to adjust our thinking in the current situation.</i></p>	
	<p>Partners in Learning:</p> <p><i>Who can enrich and add value to an enquiry?</i></p>	
	<p>Sustainability theme: Waste</p> <p><i>What can we learn from this principle of harmony that helps us to live more sustainably? This is ultimately the learning goal of a harmony curriculum.</i></p>	
	Weekly Questions	

	Week 1 W.b. 17.04.23	Week 2 W.b 24.04.23	Week 3 W.b. 07.05.23	Week 4 W.B 08.05.23	Week 5 W.b 15.05.23	Week 5 W.b 22.05.23
Art It's up to us 	<p>Artist study: Peter Sis</p> <p>What is similar/different about Peter's art work?</p>  	<p>How are lines used to represent physical features in geography?</p> 	<p>How are simple colours used to add detail and depth?</p> 	<p>What features will we create in our own versions?</p> 	<p>How can we add texture using mark making?</p> 	<p>Finish creating our final version.</p>
Science Plants	<p>Do all seeds look the same?</p>	<p>How have different plants adapted to their environment? Name plants in different habitats.</p>	<p>Do plants need water to grow?</p>	<p>Can plants grow in the dark?</p>	<p>What is the best temperature for a plant/seed to grow/germinate? Can you name the plants/flowers in our school grounds and name their features?</p>	<p>Assessment</p>

Jigsaw Healthy Me	What do I need to keep my body healthy?	What things make me feel stressed and how can I help myself to relax?	How do medicines help people?	How can eating different food groups help keep me healthy?	Do all foods give me energy and are some healthier than others? What ingredients can I use to create healthy snacks?	Assessment
RE	Islam - Community and Belonging Important celebrations What is a mosque, what happens there and why is it important.					
Teach Computing Creating Media Digital Photography	Taking photographs	Using landscape or portrait photos	What makes a good photograph	Lighting in photographs	Using effects.	Is the photograph real
PE	Outdoor PE <ul style="list-style-type: none"> - Ball Skills - Ball control - Attacking/Defending games 					
Maths	Money - recognising coins and notes. Counting money using notes. Counting money using coins. Exchanging coins/giving change. 2D shapes - recognising and naming different 2D shapes. Identifying sides, vertices and lines of symmetry. 3D shapes - recognising and naming different 3D shapes. Identifying edges, faces and vertices. Word problems (addition, subtraction, multiplication and division). Mental arithmetic and written method recap for adding, subtracting, dividing and multiplying					

Literacy	Using descriptive language to describe a fictional setting. Using descriptive language to describe fictional characters.					
Texts	The Promise Setting description	The Promise Setting description	Matilda - Character description	Matilda - Characters Character description	Secret Agent Training	Secret Agent Training

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)
Have made a healthy choice	1. Being Healthy	I know what I need to keep my body healthy
Have eaten a healthy, balanced diet	2. Being Relaxed	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed
Have been physically active	3. Medicine Safety	I understand how medicines work in my body and how important it is to use them safely
Have tried to keep themselves and others safe	4. Healthy Eating	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy
Know how to be a good friend and enjoy healthy friendships	5. Healthy Eating	I can decide which foods to eat to give my body energy
Know how to keep calm and deal with difficult situations	6. The Healthy Me Café Assessment Opportunity ★	I can make some healthy snacks and explain why they are good for my body

Year 2	SEQUENCE OF LEARNING					
Summer Term 2	<p>Enquiry Question: <i>Does our question give the children a real sense of what they will be exploring and finding out about? It should engage them in thinking about the ways in which they might answer it or go about finding answers. Consider the best order for your enquiries and it fits the time of the year. Think about the location and cultural context of our school. Does it coincide with particular events or festivals and is relevant to our community?</i></p> <p style="text-align: center;"><i>Why are bees so brilliant?</i></p>					
	<p>Harmony Principle: <i>Does this principle existing in nature integrate into our learning and help develop an understanding of how the world works?</i></p> <p style="text-align: center;"><i>Interdependence</i></p>					
	<p>Great Work: <i>A purposeful outcome of the learning and a celebration of what has been learnt. Generate a sense of excitement, achievement, pride. The outcome can be shared so we need to adjust our thinking in the current situation.</i></p>					
	<p>Partners in Learning: <i>Who can enrich and add value to an enquiry?</i></p>					
	<p>Sustainability theme: <i>What can we learn from this principle of harmony that helps us to live more sustainably? This is ultimately the learning goal of a harmony curriculum.</i></p> <p style="text-align: center;"><i>School Grounds</i></p>					
	Weekly Questions					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Geometry	What are the stages of a bee life cycle?	What are the parts of a bee's body? (exploring	How can we create a hexagon using a compass?	How can I draw a flower using a circle template?	How can I draw a six-petalled flower using a compass?	How can we use hexagons to make a honeycomb

	(creating a diagram based on a circle)	the symmetry and proportions of bees)		(constructing simple three or four-petalled flowers)	(constructing six-petalled flowers based on hexagons)	design? (exploring tessellation using hexagons)
Outdoor Learning <i>Structures and shelters</i>	How many types of shelter can you think of? What makes a good shelter?	How can we create a shelter using the materials we have?	How can we create a sturdy shelter?	How can we make the shelter stronger?	How can we resolve any problems we have when building our shelter?	How can our shelter be improved?
Science	What jobs do bees do in a beehive?	What do bees need to stay healthy?	What are the different parts of a flower?	How do bees pollinate flowers?	Why are there fewer bees?	What can we do to help bees?
Jigsaw Changing me	Where do we see changes in nature (in relation to lifecycles)?	How do you feel when change happens, e.g. growing from young to old?	How have I changed since I was a baby?	What are the physical differences between boys and girls?	Who would you ask for help if you were worried about change?	What are you looking forward to when you are in Year 3?
History	When and where was the Great Fire of London?	What happened and why?	How and why did the fire spread so fast?	How and why did the fire spread so fast? (Houses)	How do we know what happened in the Great Fire of London?	Did anything good come out of the fire?
DT	What are the features of different bee hotels?	What will I include in my design for a bee hotel? What materials and joining techniques will I use?	How well can I follow my design to create a bee hotel? (1)	How well can I follow my design to create a bee hotel? 2	How helpful was my design? What am I pleased with in my finished bee hotel?	How can I present my design project to others?
Harmony Principle <i>Interdependence</i>		What do bees need to stay healthy?	What makes some flowers bee-friendly?	Why do flowering plants need bees?	What harms bees?	What can we do to protect bees?

Computing	Rising Stars 'We are zoologists.' How can we use a classification key to identify bugs?	Rising Stars 'We are zoologists.' How can we record our findings from a bug count?	Rising Stars 'We are zoologists.' Why are photos a useful addition to a classification chart?	Rising Stars 'We are zoologists.' Which chart is the most suitable for displaying our data and why?	Rising Stars 'We are zoologists.' How can we display the information about where the bugs were found?	Rising Stars 'We are zoologists.' How does the data we have collected compare with national bug surveys?
Art	How can I use shadow to help me when drawing?	How can I use shadow to help me recreate a flower when drawing?	How can I create different shades of colour?	How can I add water to my painting to change the tone of my painting?	Which are the most effective colours to add to my painting?	What do I like about my painting? How would I improve it?
Texts	The Promise		The Bee who Spoke	Bog Baby	The owl and the Pussy Cat	

https://www.teachprimary.com/learning_resources/view/ks1-and-ks2-art-be-inspired-by-nature