



**Year 2 Topic: Express Yourself**

**Term: Summer 1**

**Topic Length: 5 weeks**

<b>INTENT</b>	Vision	<b>Together we all discover, learn, grow and succeed</b>					
	Values	<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>					
	<b>Learning Behaviours</b>		<b>Disciplinary Knowledge</b>		<b>Substantive knowledge</b>		
	Attitudes and attributes for learning and life		Know How – subject specific thinking and problem solving		Know What – deep learning of the key knowledge		

<b>IMPLEMENTATION</b>	Our 10 Key Principles for Effective T&L	<b>High Aspirations</b>	<b>Inspire and Challenge</b>	<b>Pupil Progress</b>	<b>Positive Habitats</b>	<b>Variation</b>	<b>Developing Learning Behaviours</b>	<b>Relationships</b>	<b>Questioning and Feedback</b>	<b>Assessment for Learning</b>	<b>Subject Knowledge</b>
	Topic Purpose	The creative arts is a way for people to express themselves. What are the creative arts? What is art? How can you express yourself? Hook: Expressive arts session experiencing different music and dance (in a time machine). Outcome: Performance to other year groups to display dances and music composed through topic.									
	Main Subjects	Art			Science			Music/Computing			
	Key Performance Indicators	<ul style="list-style-type: none"> <li>To know the work of Andy Warhol</li> <li>Describe similarities and differences between pop art and cubism</li> <li>Develop use of colour, line and shape through relief printing</li> </ul>			<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>			<ul style="list-style-type: none"> <li>To listen to and appreciate the music of Gustav Holst</li> <li>Experiment with sound using chrome music labs</li> <li>Experiment with, create, select and combine sounds using rhythm, pulse, pitch and tone</li> <li>Use a computer to make pieces of music</li> </ul>			
	Our Overarching Themes	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency		



**Discrete Learning Opportunities**

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
PE	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Perform dances using simple movement patterns</li> <li>• Sports Day Athletics</li> <li>• 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</li> </ul>
PSHE	<p>Jigsaw – Relationships</p> <ul style="list-style-type: none"> <li>• To understand and identify relationships I have with others</li> <li>• To understand different types of physical contact and the appropriateness of these</li> <li>• I can be a good friend</li> <li>• I understand when it is good to keep a secret</li> <li>• I recognise who I can trust in my family and school community</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Judaism</li> <li>• How important is it for Jewish people to do what God asks them to do?</li> <li>• Is God important to everyone?</li> <li>• Should people follow religious leaders and teachings?</li> </ul>



Prior Knowledge	Year 2 – Express Yourself	Future Learning
<ul style="list-style-type: none"> <li>• <b>Y1 – I Spy Springtime:</b> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Science:</b> Observe and describe how seeds and bulbs grow into mature plants</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Y3 – Plants:</b> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Y1 – I Spy Springtime:</b> identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Science:</b> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Y3 – Plants:</b> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Y1 – I Spy Springtime:</b> To know the work of Yvonne Coomer</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Art:</b> To know the work of Andy Warhol</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Y4 – Rainforest:</b> Henri Rousseau</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Y2 – Where’s Woodlands:</b> Develop colour, line and shape through batik</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Art:</b> Develop use of colour, line and shape through relief printing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Y4 – The world around us –</b> Develop printing using two colours</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Y1 – I Spy Springtime:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Art:</b> Describe similarities and differences between pop art and cubism</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Y3 –</b> Describe about great artists, architects and designers in history.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Y1 – Harvest:</b> Accompany Harvest songs with basic 4/4 pulse beat (tap) and choose appropriate instruments to represent sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Music:</b> To listen to and appreciate the music of Gustav Holst</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Y3 – Our World:</b> Listen to Sisu’s Winter soundscape piece, identify instruments and analyse sound effects using a musical vocabulary (pitch, dynamics, timbre, tempo)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Y1 computing:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Music:</b> Experiment with sound using chrome music labs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Y3 – Vikings – garage band:</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</li> </ul>



<ul style="list-style-type: none"> <li>• <b>Y1 Space Rondo:</b> To play melodies on tuned percussion from simple notations</li> <li>• Recognise pitch high to low</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Music:</b> Experiment with, create, select and combine sounds using rhythm, pulse, pitch and tone</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Y3 – Vikings:</b> Learn shuffle strums technique (down up down) accompaniments on open strings – Sing us a Saga</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Y1 computing:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Music:</b> Use a computer to make pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Y3 – Vikings – Garage Band:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>