



Year 2 Autumn Term

	AUTUMN 1 st Half			Autumn 2 nd Half			
Theme	Movers and Shakers			Land Ahoy			
British Key Question	Who has shaped the world we live in?			Who sailed the seas?			
Enhancements	No extracurricular trips planned.			Visit to the maritime museum.			
Books	Great Women Who Changed the World- Kate Pankhurst			Non fiction books on			
Addressing Stereotypes	Women's suffrage and segregation. Civil rights movement – Rosa Parks			Why were only men allowed onboard ships? - (explore and challenge superstition that women were bad luck aboard a ship).			
British Values	<p>Democracy – What is democracy? – discuss when exploring Emmeline Pankhurst and Rosa Parks</p> <p>Rule of Law – What Rosa Parks right to break the rule of law when sitting on the wrong part of the bus?</p> <p>Individual Liberty – Explore the freedom to make our own choices about what we believe is right and wrong 'You must never be fearful about what you are doing is right' R Parks.</p> <p>Mutual Respect and Tolerance – Explore Rosa Parks and the civil rights movement – 'everyone born equal'</p>			<p>Democracy – Was there democracy on board ships? How did the hierarchy work?</p> <p>Rule of Law – How was order kept on board ships? Why would rules onboard ship be especially important? What could go wrong?</p> <p>Individual Liberty –</p> <p>Mutual Respect and Tolerance – Explore the diversity of sailors, made up of multiple nationalities and religions.</p>			
Art & Design (All NC subject content covered)	<ul style="list-style-type: none"> Children will be taught to use a range of materials creatively to design and make products, to use drawing, painting to develop and share their ideas experiences and imagination. They will begin to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space when paintings portraits of significant individuals and themselves. <i>We will study the work of a range of portrait painters, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i> 			(No content - Design Technology Unit)			
Key Art & Design Skills to be Taught	A-Y2K1.1 A-Y2K1.2 A-Y2K1.4 A-Y2K1.5 A-Y2K1.6 A-Y2K1.7	A-Y2K1.8 A-Y2K1.9 A-Y2K1.10 A-Y2D1.2 A-Y2D1.3 A-Y2D1.4	A-Y2P2.1 A-Y2P2.2 A-Y2P2.3 A-Y2P2.4 A-Y2P2.5				

Key questions / knowledge and understanding to be explained
Key Knowledge and facts to be recalled

Portraiture – drawing and painting inspired by multiple works including: Pablo Picasso Weeping Woman 1937

Begin by studying the different portraits of individuals we are learning about in history (see list below). We are going to discuss how the portraits may be very different from how the individuals look and why this might be the case. We will explore the different media, paints and techniques used for these portraits. The children will share their views on the pictures and evaluate each one.



A portrait is a painting or a photograph of a person's face and its expression. The purpose of a portrait is to show the likeness, personality, and even the mood of the person. For this reason, in photography, a portrait is actually not a snapshot, but a calm image of a person in a still position. A portrait normally shows a person looking directly at the painter or photographer. Portraiture is a very old art form going back at least to ancient Egypt, where it flourished from about 5,000 years ago. Before the invention of photography, a painted, sculpted, or drawn portrait was the only way to record the appearance of someone.

Portraits have always been more than just a record. They have been used to show the power, importance, virtue, beauty, wealth, taste, learning or other qualities of the sitter.

In more recent times, photography became the most important medium of traditional portraiture, bringing what was formerly an expensive luxury product affordable for almost everyone. Since the 1990s artists have also used video to create living portraits. But portrait painting continues to flourish.



Experiment and Investigate – sketchbook work

We are then going to learn how to draw different facial features, we will start with the eyes and nose, then learn how to draw a mouth and lips and ears, before finally learning how to draw a face. [How to draw a portrait - BBC Teach](#)



The children will then use these skills to draw a picture of their own face. From this they will then paint their portrait in a similar style to one of the portraits we have evaluated earlier in the topic.

Look at the abstract, cubist portraits of Pablo Picasso and compare with the more traditional. Explore the similarities and differences – why are they so different? Children try to create their own abstract portraits inspired by Picasso. [Experiments in Art Education: Abstract Portraits](#)

Information: Picasso was so experimental, and created so many different kinds of art. One of his most famous periods is the cubist period. The painting below is one of his cubist pictures. Cubism is when the artist paints an object, like a bottle, from lots of different angles all in the same picture. So you see the front, the back and the sides of the bottle at the same time. In a way, it's a bit like having x-ray eyes! (Image - Pablo Picasso

Weeping Woman 1937 Tate) In 1937 the Spanish Civil War broke out. The picture above is called The Weeping Woman, and it was painted in protest to the bombing of a town called Guernica in Spain. The woman is crying but her face is all mixed up. This is because it is a cubist painting. If you look closely you can see that Picasso has painted both the front of the woman's face and the side of her face. Hold your hand up to the picture and cover the left side of her face. Can you see that she is now in profile?

(No content - Design Technology Unit)

	Picasso was trying to show us what pain and unhappiness looks like. What do you feel when you look at this painting?			
Vocabulary	Content Specific: <ul style="list-style-type: none"> ➤ Emmeline Pankhurst ➤ Neil Armstrong ➤ Rosa Parks ➤ Christopher Columbus ➤ Henry VIII ➤ Joseph Lister ➤ Vincent Van Gogh. ➤ Dawson's model ➤ Significant individual 	Subject Specific: <ul style="list-style-type: none"> ➤ Foreground ➤ Annotate ➤ Develop ➤ Layer ➤ Blend ➤ Tone ➤ Sketchbook ➤ Figure 	<ul style="list-style-type: none"> ➤ Object ➤ Shade ➤ Tone ➤ Acrylic paint ➤ Water colour paint ➤ Poster paint ➤ Brush mark ➤ Scales (small, large) ➤ Portrait 	Content Specific: <ul style="list-style-type: none"> ➤ Subject Specific: <ul style="list-style-type: none"> ➤
Outdoor Learning	Use natural materials in forest classroom to make stick portraits.			

Year 2 Spring Term

	Spring 1 st Half	Spring 2 nd Half																						
Theme	Wriggle and Crawl	Cornish Beachcombers																						
British Key Question	How did the minibeasts get their names?	How has industry in Perranporth changed?																						
Enhancements	Bug hunting in the Forest School Area.	Visit to beach, businesses and visit from fishermen																						
Books	Fiction - Argh Spider- Lydia Monks, Anansi the Spider- Gerald McDermott, The Giant Jam Sandwich- Janet Burroway and John Vernon Lord, The Very Quiet Cricket- Eric Carle Non-fiction - The Bee Book- Charlotte Milner, Yucky Worms- Jessica Ahlberg and Vivian French	Fiction- There's a hole in the bottom of the sea, Commotion in the ocean, Sharing a Shell, Sally and the Limpet, Lucy and Tom at the Seaside Non-fiction- Seaside and what can live on the beach																						
Addressing Stereotypes	Are insects disgusting or beautiful? – what is beauty?	Did women help fishermen? What was the role of a fishwife? What do fishermen/women look like? Where are they from? Explore that fishing is a global industry and need.																						
British Values	Democracy – What rights and responsibilities are there within the insect society? Rule of Law – What rules exist to protect nature? Individual Liberty – Mutual Respect and Tolerance – Discuss the team work of bees – working together for a common goal.	Democracy – Who makes decisions in Perranporth? (broadly explore Parish Council) Rule of Law – What rules would help to make Perranporth better? Individual Liberty – Who protects us in Perranporth? Mutual Respect and Tolerance – Is it a good thing that Perranporth has so many visitors?																						
Art & Design (All NC subject content covered)	The children will begin to use a range of materials creatively to design and make products. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will begin to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space when creating prints. They will 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.	(No content - Design Technology Unit)																						
Key Art & Design Skills to be Taught	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">A-Y2D1.2</td> <td style="width: 15%;">A-Y2Pr2.1</td> <td style="width: 15%;">A-Y2T&C1.2</td> <td style="width: 15%;">A-Y2F&S1.2</td> <td style="width: 15%;">A-Y2BoS1.1</td> </tr> <tr> <td>A-Y2D1.3</td> <td>A-Y2Pr2.2</td> <td>A-Y2T&C1.3</td> <td></td> <td>A-Y2BoS1.2</td> </tr> <tr> <td>A-Y2D1.4</td> <td>A-Y2Pr2.3</td> <td></td> <td></td> <td>A-Y2BoS1.3</td> </tr> </table>	A-Y2D1.2	A-Y2Pr2.1	A-Y2T&C1.2	A-Y2F&S1.2	A-Y2BoS1.1	A-Y2D1.3	A-Y2Pr2.2	A-Y2T&C1.3		A-Y2BoS1.2	A-Y2D1.4	A-Y2Pr2.3			A-Y2BoS1.3	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> </table>							
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Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>Collage, sketching, drawing and printmaking - minibeasts: We will sketch different minibeasts from pictures of them. The children will use their pencil to shade their minibeast to show texture and shape. We will then learn how to draw a bee by following step by step instructions.</p> <p>We will learn about the collage and paper cutting art of Henri Matisse (Henri Matisse The Snail 1953) and how he used simple collage to create a snail image. Discuss how this picture looks and how it has been constructed.</p> <p>Information: This artwork is called The Snail. Does it look like a snail's spiralling shell to you? (Pssst there is also a</p>	(No content - Design Technology Unit)																						



secret tiny snail hidden in the picture – can you see it? If you look very, very closely you might just spot a tiny snail shape on top of the purple square). The Snail shows Matisse’s interest in bright colour. He has arranged complementary colours alongside each other to create a vibrant effect. For example the green touches the red, and the blue is next to the orange. This makes the picture extra zingy and really attracts your eye’s attention!

(Henri Matisse The Snail 1953) The Snail is a collage made from pieces of brightly painted paper that have been cut out and stuck onto a canvas. But Matisse also made paintings and sculptures. Matisse began to use collage as he got older. He used brightly coloured paper and scissors to cut out shapes, animals, leaves, dancers and flowers and then arrange them. [Who is Henri Matisse? – Who Are They? | Tate Kids](#)

Experiment and Investigate – sketchbook work

The children will create their own collage of a minibeast of their choice by cutting out coloured paper and arranging it with colours inspired by the work of Matisse. We will then turn these collages into a mosaic.

Printing - We will print pictures of minibeasts using a relief printing. Children will glue string onto a cardboard square in the shape of their mini beast. They will then use this as a printing block. [Relief Printing, Part 1 | childrensartschool.org](#). Look at the work of **Thomas Shahan** and his insect block printing for inspiration. [Thomas Shahan!](#)



In Computing we will explore different artistic movements and techniques including abstract works by Piet Mondrian, pointillism by George Seurat impressionism, and repeating pattern inspired by William Morris.

<p>Vocabulary</p>	<p>Content Specific:</p> <ul style="list-style-type: none"> ➤ Henri Matisse ➤ Minibeast 	<p>Subject Specific:</p> <ul style="list-style-type: none"> ➤ Brush mark ➤ Artefact ➤ Objects ➤ Layering ➤ Scraping ➤ Scales (small, large) ➤ Shade ➤ Tone ➤ Acrylic paint ➤ Water colour paint ➤ Poster paint ➤ Printing 	<p>Content Specific:</p> <ul style="list-style-type: none"> ➤ 	<p>Subject Specific:</p> <ul style="list-style-type: none"> ➤
	<p>Outdoor Learning</p>	<p>Creating collages using natural objects.</p>		
<p>Other Provision</p>				

Year 2 Summer Term

	Summer 1 st Half	Summer 2 nd Half				
Theme	Kings, Queens and Castles	Safari				
British Key Question	How have castles in Britain shaped our history?	What are National Parks and why do we have them?				
Enhancements	How to train a dragon theme day. Visit - Roleplay castle, Restormel Castle/Pendennis Castle	Visit to Newquay Zoo				
Books	The Three Wishes Castles texts (Ackworth Library) English Heritage booklet Paperbag Princess Princess Smartypants The Knight and the Dragon The Princess and the Wizard Tell me a Dragon	Fiction Lila and the Secret of Rain- David Conway and Jude Daly, The Hunter- Paul Geraghty, Sleep Well Siba and Saba- Nansubuga Nagadya Isdahl & Sandra van Doorn Non-fiction One day on our blue planet: In the Savannah, Africa is not a country- Mark Melnicove and Margy Burns Knight				
Addressing Stereotypes	Boudicca – barriers about being a female warrior Queen Elizabeth I – barriers about being a female monarch Stephanie Frappart – European female football referee to ref a male final	Do all people in Africa live in poverty?				
British Values	Democracy – Is a king or Queen voted into power? Rule of Law – What powers of rule do monarchs have? Individual Liberty – Would you like to be a monarch (explore the pros/cons) Mutual Respect and Tolerance – Children to understand and value the differing opinions of others.	Democracy – Discussion based on the subject of zoos - should we have them? Rule of Law – are the rules for animals the same as people? Individual Liberty – Should animals have their liberty restricted in zoos? Mutual Respect and Tolerance – Children understanding the different views within the class and respecting other’s views.				
Art & Design (All NC subject content covered)	(No content - Design Technology Unit)	Children will learn to use a range of materials creatively to design and make products, including Massia patterns. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will also learn to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. The children will 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.				
Key Art & Design Skills to be Taught		A-Y2K1.1 A-Y2K1.2 A-Y2K1.4 A-Y2K1.5	A-Y2K1.6 A-Y2K1.7 A-Y2K1.8 A-Y2K1.9 A-Y2K1.10	A-Y2D1.1 A-Y2D1.2 A-Y2D1.3 A-Y2D1.4	A-Y2Pr2.1 A-Y2Pr2.2 A-Y2Pr2.3	A-Y2F&S1.2

Key questions / knowledge and understanding to be explained
Key Knowledge and facts to be recalled

(No content - Design Technology Unit)

**Repeating Pattern – Mark Making
 Painting and Printing**

Experiment and Investigate – sketchbook work

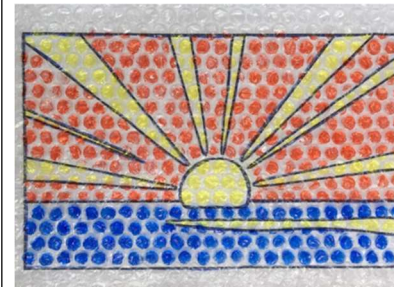
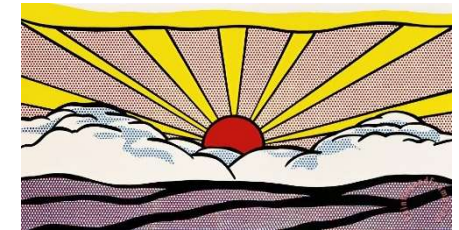
We will start by studying the art and craft created by and of the Maasai tribe. Focusing on the colours and repeating patterns that feature heavily in their fabrics and beads. The children will learn to recreate the patterns by using printing.



We will explore the work of Geoffree Mugwe an African artist. Mugwe is a secretive artist and little is known about his life or who he is. His art features in one gallery in Nairobi. It is vibrant and realistic paintings of African landscapes and animals. Mugwe paintings with both fascinating detail and a unique observation of both form and light. His compositions are unlike any other artist in that they are vibrantly coloured and dynamic in the depiction of Africa. Cast in a rich warm light, the elements of the paintings are fantastic to look at. The children will use Mugwe's work as inspiration to start sketching different African creatures and will then learn to layer colour to show the depth and light in the pictures. They will then create their own paintings. We will move on to comparing the work of Mugwe to the Pop Art movement and



specifically the work of Roy Lichtenstein, focusing on his landscapes and use of coloured dots (Ben-Day dots). Children to experiment with the use of uniformed coloured dots to create images using bubble wrap plastic. [Roy Lichtenstein Pop Art for Kids - Sunrise Template Included! - Messy Little Monster](#)



specifically the work of Roy Lichtenstein, focusing on his landscapes and use of coloured dots (Ben-Day dots). Children to experiment with the use of uniformed coloured dots to create images using bubble wrap plastic. [Roy Lichtenstein Pop Art for Kids - Sunrise Template Included! - Messy Little Monster](#)

Content Specific:



Subject Specific:



Content Specific:

- Geoffree Mugwe
- Maasai tribe
- Nairobi

Subject Specific:

- Brush mark
- Artefact
- Objects
- Layering
- Scraping
- Scales (small, large)
- Shade
- Tone
- Acrylic paint
- Water colour paint
- Poster paint
- Roy Lichtenstein
- Pop Art

Vocabulary

Outdoor Learning		
Other Provision		