

This is me! 07/09/26-25/09/26 (3 weeks)	Food Glorious Food 28/09/26-16/10/26 (3 weeks)	Yayoi Kusama-Pumpkins 19/10/26-23/10/26 (1 week)
English – Writing <i>Please see Year 2 Long Term Writing Plan</i>		
Maths <i>Please see Year 2 Long Term Plan</i>		
Science: - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). - Describe the importance for animals and humans of exercise, eating the right amounts of different types of food, and hygiene.	Geography: UK - Name of countries and capital cities - Compass directions to describe and compare UK countries and cities. - Use atlases to identify the UK and UK countries. Teacher modelling: Share video: UK United Kingdom United Kingdom Song A Geography Song About the UK and its Capitals Show a UK map on the screen, discuss the different countries, surrounding seas and capital cities. Labelling activity: Children to use post-it notes to label the 4 countries, capital cities and surrounding seas on a large UK map. Children to use atlases to compare the	Art based topic: Observational drawings - Famous artist - Yayoi Kusama - Compare to different artist - Andy Warhol — Both use repetition, but Warhol focuses on pop culture icons. - Designing artwork - Do they want to do it on a pebble - on a pumpkin (brought from home) or on a picture. - Create artwork using different materials and dot work (pumpkins)

	location of the 4 countries in the UK (north, south, east & west). EG. Wales is to the west of England. England is south of Scotland. Country Fact Rotation: Set up 4 tables, 1 for each country. Children rotate around stations and complete a simple recording sheet/ map. Each table could include: - Flag of the country - 1 physical feature (eg. Famous mountain/ river) - Capital City card - 2 Human features (famous landmarks)	
RE: Special Places – Hindu Mandir - What places are special to me? Is everyone's special place the same? What makes somewhere special? - Discuss – Churches are special places for Christians. - Learn about a Mandir as a special place for Hindu's.	DT: Food technology Design a sandwich for Pattan - Discuss that Pattan needs a healthy, energising sandwich to help him work hard on the farm. - Understand what makes a healthy, energy-giving sandwich. - Explore ingredients that Pattan could grow on his farm. - Design a sandwich for Pattan - Safely prepare food using cutting and	Computing: - Learn how to log on - Picture sequencing activity: Arrange images of the log-on process in the correct order before using a computer. - Teacher modelling: Demonstrate logging on using the interactive whiteboard, talking through each step clearly. - Use Paint to create a piece of Art inspired by Yayoi Kusama

	spreading skills. - Evaluate whether the sandwich meets Pattan's needs.	- Paint tool exploration: Practise using the brush, shape and fill tools in Paint before creating artwork. - Digital dot pictures: Create a simple image using only circles and dots of different sizes and colours.
	Art: Painting and pastels - Observational drawings of different fruits - Use paints or pastels to then create an observational representation of the fruits	
Music: Forests : Timbre/Structure Performing / Notating - Learn the song "The Tree In The Wood", Learn to sing the song paying close attention to diction and the melodic line. Discuss how a new item is added with each verse. Devise actions to go with each verse. Rehearse performance so that it is "the best it can be" Record performance to help children to reflect on it and make improvements. Perform the song to an audience - Listen to Alpha by Vangelis (Listening to the Elements 5+). Respond to the music with movement. Create own alpha dances. - Forest Walk chant. Learn the chant and keep the steady beat. Perform the Forest Walk chant with instruments - Create Forest Sound compositions. Devise graphic notations for each forest sound.		
PSHE: Being Me in my World - I can recognise when I feel worried and know who to ask for help. - I know how to help myself and others feel like we belong. - I help make my class a safe and fair place. - I work co-operatively. - I can follow the Learning Charter.		

