


Year Group: Two	Term: Autumn 1	Teacher(s):
Intent: To explore our locality and wonders of the natural world around us.		
<p>PRIOR LEARNING Human/ physical features of an area. Expressing ideas in different ways and sharing opinions about own and others' artwork.</p>	<p>Literacy Links</p>	<p>Art: To <u>draw, paint</u> or sculpt natural forms inspired by Georgia O'Keeffe and the environment around us.</p>
<p>Enrichment</p> <p>RRSA: Article 24- your right to good food and water</p> <p>Global Goals links: GG3- Good Health and Well-being; GG11: Sustainable communities and cities.</p> <p>Artist Study: Georgia O'Keefe</p>	<p>Scented Garden & our local area.</p>  <p>Geography & Art Focus.</p>	<ul style="list-style-type: none"> • To identify how artists have used colour, pattern and themes within their work. • <u>Draw, paint</u> or sculpt natural forms from observation or memory. • Use a charcoal pencil and <u>pastels</u> to create different tones and textures. • Create simple sketches which explore and develop ideas. • To make colour tints & tones with paint using black and white paint. <p>Ongoing objectives:</p> <ul style="list-style-type: none"> • To share an opinion about a piece of art work or pieces of artwork. • To explore & develop ideas through the use of annotation on their & work of others (sketchbooks).
<p>GEOGRAPHY:</p> <ul style="list-style-type: none"> • To identify and compare human and physical features of a small part of the UK and a non-European country e.g. Brazilian Rainforest flowers/nature using maps and secondary sources (videos, books etc). • To name and locate the world's seven continents and five oceans, and the equator on a map. • Go outside to observe, draw record key human and physical features of a locality e.g. how many flowers/flower types, trees, leaves, insects can be seen. • To describe how pollution impacts on an environment • Draw a map of a real or imaginary place (e.g. Scented Garden) and construct a basic key. <p>Ongoing vocabulary objectives:</p> <ul style="list-style-type: none"> • To use basic geographic vocabulary to identify and describe human features of the local area e.g. <i>shops, buildings, town.</i> • To use basic geographic vocabulary to identify and describe physical features of the local area e.g. <i>fields, trees, soil.</i> 		
Engage:	Trip/Visitor: Walk around the local area.	Express:
Cross-curricular Science opportunities: Plants.		

National Curriculum links:

Geography:

HUMAN & PHYSICAL GEOGRAPHY:

- Using basic geographical vocabulary to refer to key human and physical features.

LOCATIONAL KNOWLEDGE:

- Name and locate the world's seven continents and five oceans.

PLACE KNOWLEDGE:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

GEOGRAPHICAL SKILLS & FIELDWORK:

- Devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Art Design:

- To use **drawing, painting** and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To know 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.