

Year 2 Long Term Plans 2020-21

Autumn	Spring	Summer
English		
<p><u>A1 - Wild – Emily Hughes</u></p> <ul style="list-style-type: none"> • Describing characters and settings. Writing stories. Grammar (conjunctions, sentences types, noun phrases) • Writing recounts. • Non-fiction text types such as instructions and non – chronological text’s on how to plant seeds or look after a garden (use of time connectives and suffixes less, ment and ful) • Poetry reading and performing. • Reciprocal reading skills – retrieval, vocabulary, inference, sequencing & prediction. <p><u>A1 - Poo in the zoo</u></p> <ul style="list-style-type: none"> • Poetry and grammar (similes and adjective work) • Writing diary entries. • Reciprocal reading skills – retrieval, vocabulary, inference, sequencing & prediction. <p><u>A2 - The man on the moon/Bob and the moon tree mystery – Simon Bartram</u></p> <ul style="list-style-type: none"> • Describing characters and settings. Writing stories. Grammar (conjunctions, sentences types, noun phrases) • Writing diary entries. • Reciprocal reading skills – retrieval, vocabulary, inference, sequencing & prediction. <p><u>A2 - Space poems - G Morgan</u></p> <ul style="list-style-type: none"> • Poetry and grammar (similes and adjective work) 	<p><u>Sp1 - Traction Man – Mini grey</u></p> <ul style="list-style-type: none"> • Writing character descriptions as fictional text types (conjunctions, sentences types, noun phrases) • Writing instructions (time connectives, noun phrases and imperative verbs). • Reciprocal reading skills – retrieval, vocabulary, inference, sequencing & prediction. <p><u>Sp1 - The day the crayons quit.</u></p> <ul style="list-style-type: none"> • Writing diary entries. • Grammar (conjunctions, sentences types, noun phrases) • Letters of complaint – Spelling common exception words, conjunctions, time connectives and noun phrases. • Reciprocal reading skills – retrieval, vocabulary, inference, sequencing & prediction. <p><u>Sp2 - Little Evie in the wild wood – Jackie Morris</u></p> <ul style="list-style-type: none"> • Describing characters and settings. Writing narratives. Grammar (conjunctions, sentences types, noun phrases. Use past and present correctly. • Writing diaries. Using subordination (when, if, that, because) • Reciprocal reading skills – retrieval, vocabulary, inference, sequencing & prediction. <p><u>Sp2- The three little wolves and the big bad pig.</u></p> <ul style="list-style-type: none"> • Describing characters and settings. Writing 	<p><u>Su1 - The great dragon rescue</u></p> <ul style="list-style-type: none"> • Non-fiction text types such as instructions and non – chronological text’s on how to plant seeds or look after a garden (use of time connectives and suffixes less, ment and ful) • Poetry reading and performing. • Reciprocal reading skills – retrieval, vocabulary, inference, sequencing & prediction. <p><u>Su1 - Mufaro’s beautiful daughters</u></p> <ul style="list-style-type: none"> • Writing character descriptions as fictional text types (conjunctions, sentences types, noun phrases) Writing instructions (time connectives, noun phrases and imperative verbs). • Reciprocal reading skills – retrieval, vocabulary, inference, sequencing & prediction. <p><u>Su2 - Lyla and the secret of the rain</u></p> <ul style="list-style-type: none"> • Describing characters and settings. • Writing stories. Grammar (conjunctions, sentences types, noun phrases) • Writing recounts and tales from other cultures. • Reciprocal reading skills – retrieval, vocabulary, inference, sequencing & prediction.

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stories. Grammar (conjunctions, sentences types, noun phrases)

- Writing recounts.
- Reciprocal reading skills – retrieval, vocabulary, inference, sequencing & prediction.

Su2 - Non-fiction texts & research related to

Kenya

- Non chronological reports linked to Kenya
- Descriptions of setting & persuasive texts.

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Maths

Place Value (3 weeks)

- Read & write numbers to at least 100 in numerals & words
- Recognise the place value of a digit in a two-digit number (tens & ones)
- Identify, represent & estimate numbers using different representations including the number line
- Compare & order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- Use place value & number facts to solve problems
- Count in steps of 2, 3 and 5 from 0, and in tens from any number forwards & backwards

Addition/subtraction (5 weeks)

- Recall & use addition & subtraction facts to 20 fluently, & derive & use related facts up to 100
- Add & subtract numbers using concrete objects, pictorial representations, & mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers
- Show that the addition of two numbers can be done in any order (commutative) & subtraction of one number from another cannot
- Solve problems with addition & subtraction using concrete objects & pictorial

Multiplication & division (2 weeks)

- Recall & use multiplication & division facts for the 2, 5 and 10 times tables, including recognising odd & even numbers
- Calculate mathematical statements for multiplication & division within the multiplication tables & write them using the multiplication (\times), division (\div) and equals ($=$) sign
- Solve problems involving multiplication & division, using materials, arrays, repeated addition, mental methods & multiplication & division facts, including problems in contexts
- Show that the multiplication of two numbers can be done in any order (commutative) & division of one number by another cannot

Statistics (2 weeks)

- Interpret & construct simple pictograms, tally charts, block diagrams & simple tables
- Ask & answer simple questions by counting the number of objects in each category by quantity
- Ask & answer questions about totaling & comparing categorical data

Geometry: Properties of shape (3 weeks)

- Identify & describe the properties of 2-D shapes, including the number of sides & the line of symmetry in a vertical line
- Identify & describe the properties of 3-D shapes, including the number of edges, vertices & faces

Geometry: Position & direction (3 weeks)

- Use mathematical vocabulary to describe position, direction & movement including movement in a straight line & distinguishing between rotation as a turn & in terms of right angles for quarter, half & three-quarter turns (clockwise & anti-clockwise)
- Order & arrange combinations of mathematical objects in patterns & sequences

Problem solving & Efficient Methods (2 weeks)

- Linked in to White Rose Daily Maths Problems

Time (2 weeks)

- Tell & write the time to five minutes, including quarter to/past the hour & draw the hands on a clock face to show these times
- Know the number of minutes in an hour & the number of hours in a day
- Compare & sequence intervals of time

Measurement: Mass, capacity & temperature (3 weeks)

- Choose & use appropriate standard units to estimate & measure length/height in any direction (m/cm), mass (kg/g), temperature ($^{\circ}$ C), capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers & measuring vessels

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<p>representations, including those involving numbers, quantities & measures; applying their increasing knowledge of mental & written methods</p> <ul style="list-style-type: none"> Recognise & use the inverse relationship between addition & subtraction & use this to check calculations & solve missing number problems <p>Measurement: Money (2 weeks)</p> <ul style="list-style-type: none"> Recognise & use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition & subtraction of money of the same unit, including giving change <p>Multiplication & division (2 weeks)</p> <ul style="list-style-type: none"> Recall & use multiplication & division facts for the 2, 5 and 10 times tables, including recognising odd & even numbers Calculate mathematical statements for multiplication & division within the multiplication tables & write them using the multiplication (X), division (÷) and equals (=) sign Solve problems involving multiplication & division, using materials, arrays, repeated addition, mental methods & multiplication & division facts, including problems in contexts <p>Show that the multiplication of two numbers can be done in any order (commutative) & division of one number by another cannot</p>	<ul style="list-style-type: none"> Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder & a triangle on a pyramid Compare & sort common 2-D & 3-D shapes & everyday objects <p>Fractions (3 weeks)</p> <ul style="list-style-type: none"> Recognise, find, name & write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape or quantity Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 & recognise the equivalence of $\frac{2}{4}$ & $\frac{1}{2}$ <p>Measurement: Length & Height (1 week)</p> <ul style="list-style-type: none"> Choose & use appropriate standard units to estimate & measure length/height in any direction (m/cm), mass (kg/g), temperature (°C), capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers & measuring vessels <p>Compare & order lengths, mass, volume/capacity & record the results using <, > and =</p>	<ul style="list-style-type: none"> Compare & order lengths, mass, volume/capacity & record the results using <, > and = <p>Investigations (2 weeks)</p> <ul style="list-style-type: none"> Linked in to White Rose Problems of The Day
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Science

Living Things and Habitats

Children will learn how to explore and compare the differences between things that are living, dead, and things that have never been alive. Children will also identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Children will also explore and name a variety of plants and animals in their habitats, including microhabitats. Children will describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. The purpose of this unit is to understand the concept of a living thing and how their basic needs are met in order for them to survive.

DE Block 6

- Children will work scientifically to explore whether things are dead or alive and refer to their new and prior knowledge to support them to make their judgements.
- Ask simple questions and recognising that can be answered in different ways, gathering and recording data to help answer questions, identifying and classifying.
- Make close observations using simple

Animals Including Humans

Children will be taught how to notice that animals, including humans, have offspring which grow into adults. Children will have the opportunity to find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Children will describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Children will also explore what animals need to survive and the importance of exercise and nutrition for humans. Children will also be introduced to the process of growth and reproduction in animals, with a particular focus on how to recognise growth e.g. an egg to a caterpillar and/or a lamb to a sheep.

Growth

DE Block 1

- Children can use diagrams to show life cycles.
- They can measure and observe how animals grow.
- Children can create an owners guide to looking after a pet.

Diet and Health

DE Block 2

- Explore the effects of exercise on our bodies and record the results.
- Investigate the impact of washing hands properly.

Plants- Summer 1

Children will learn how to observe and describe how seeds and bulbs grow into mature plants. Children will be taught how to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Children will work scientifically to explore the local environment throughout the year to understand how plants grow and the requirements of what they need in order to grow and survive.

DE Block 5

- Children will work scientifically to understand and observe how plants grow and how they change over time and conduct a comparative test to understand what plants need.
- They will gathering and recording data to answer questions, observe closely and use equipment,
- Identifying and classifying plants, generating questions that can be answered in different ways.

Materials – Summer 2

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<p>equipment. Gather information about plants and animals to help answer simple questions.</p> <ul style="list-style-type: none">• Children will also have the opportunity to understand and explore natural habitats and understand how living things and plants depend on each other.	<ul style="list-style-type: none">• Investigate the effect of too much sugar on teeth.	<p>Children will learn how to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Children will also be taught find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p style="text-align: center;"><u>DE Block 4</u></p> <ul style="list-style-type: none">• Children will work scientifically. Children will work scientifically to explore the uses of different materials e.g. the best material for a waterproof coat• Identifying and comparing the suitability of materials – <i>links to the mill industry</i>• Perform simple tests, identify and classify• Using observations to answer questions, making close observations and using simple equipment
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Computing		
<p><u>Online Safety</u></p> <ul style="list-style-type: none"> E-safety online reputation and online bullying to recognise that information online stays there and can be copied and what not to put online. To describe how to behave online and not upset others. <p><u>Programming</u></p> <ul style="list-style-type: none"> Using Sphero educate 	<p><u>Online Safety</u></p> <ul style="list-style-type: none"> E-safety health and well- being to explain rules that keep us safe and healthy when using tech in different environments. <p><u>Data and digital literacy</u></p> <ul style="list-style-type: none"> Graphing software <p><u>Multimedia</u></p> <ul style="list-style-type: none"> iMovie and camera 	<p><u>Online Safety</u></p> <ul style="list-style-type: none"> E-safety privacy and security to understand that a trusted adult must be consulted before adding any personal information and to explain how passwords are used. <p><u>Multimedia</u></p> <ul style="list-style-type: none"> Using Word

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History		
<p style="text-align: center;"><u>Sutton Mills</u></p> <p>I am exploring why the word ‘Mills’ appears in my local community, i.e. Mill Lane. I am learning about my own locality and how and why it has changed over time and beyond my living memory.</p> <ul style="list-style-type: none"> • I will explore Mill Lane in the past compared to now. • I will use Digi-maps to explore the differences in the streets, focusing on local street names. • I will be researching the Mill and what was it used for. <ul style="list-style-type: none"> • What is in its place now? <p>CONCEPT: Service, Community KEY VOCABULARY: locality, past, present, compare, living memory, community</p>	<p style="text-align: center;"><u>The Great Fire of London</u></p> <p>I am learning about the Great Fire of London because it was a significant event in history and I can use lots of historical terminology.</p> <ul style="list-style-type: none"> • I can explain why people acted in the way that they did. • I will be able to discuss what happened, why it happened and consequences of the event. • I will be looking at the chronology of the event over time. • I will use a variety sources of information (diary) and consider the different ways it is represented. <p>CONCEPT: Resilience, Consequences KEY VOCABULARY: timelines, source, chronology, consequences, significant, event</p>	<p style="text-align: center;"><u>Florence Nightingale and Mary Seacole</u></p> <p>I am exploring the lives of Florence Nightingale’s and Mary Seacole and how their lives were different to mine, including sequencing key events in their lives.</p> <ul style="list-style-type: none"> • I will be using lots of different sources of evidence, because these significant people contributed to the world. • I will look at hospitals before and hospitals now, and compare them. • I will discuss the impact Florence had on hospitals and the difference she made. • I will use artefacts she may have used and answer questions about them. <ul style="list-style-type: none"> • I will be able to look at the similarities and differences between their lives. • I will write a diary as Florence. <p>CONCEPT: Dreams, Diversity KEY VOCABULARY: difference, similarity, compare, significant, impact, contribute, Florence Nightingale, Mary Seacole</p>

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Geography		
<u>My local area</u>	<u>A view from space</u>	<u>Kenya</u>
<ul style="list-style-type: none"> • I can describe where I live and can tell someone my address. • I will be able to make a simple map of where I live with a key • I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – St Helens. • I will be able to suggest ideas that would improve or spoil my local area. • I know the key physical features, including: soil, vegetation and the key human features, including: town, village, factory, farm, house, shop. • I can describe the location of features and routes on a map of my town. • I can use simple fieldwork and observational skills to study the key human and physical features of my surrounding environment. 	<ul style="list-style-type: none"> • I can name and locate the world’s seven continents and five oceans. • I will use world maps, atlases and globes to identify the countries, continents and oceans studied. • I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> • I can locate where Kenya is on a world map. • I understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. • I am looking at the key physical features of a small area of Kenya, including key vocabulary, such as: coast, hill, mountain, ocean, river, soil, valley, vegetation • I will know some of the key human features, including: town, village, farm, house, shop. • I will use world maps, atlases and globes to identify the countries, continents and oceans studied. • I can explain the important features of a village and how it might be different in the UK.

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PSHE		
<p><u>Autumn 1 - Being Me in My World</u></p> <ul style="list-style-type: none"> In this theme, learners will reflect on their hopes and dreams for the year ahead. They will discuss who can support them when they feel worried and strategies they can use to ask for help. Learners will gain an understanding of their rights and responsibilities as a member of their class. They will reflect on what they can do to ensure our classroom is a safe and fair place. Learners will listen and reflect on the ideas contributed by others. Learners will reflect on how their behaviour impacts the learning of others within the class. <p><u>Autumn 2 - Celebrating Difference</u></p> <ul style="list-style-type: none"> In this theme, learners will begin to challenge their understanding of gender stereotypes and understand that at times, boys and girls are different. They will consider gender diversity. Learners will reflect on the 	<p><u>Spring 1 - Dreams and Goals</u></p> <ul style="list-style-type: none"> In this theme, learners will begin by identifying a realistic goal that they can achieve. Children will reflect on what their strengths are as a learner and what helps them to learn. They will reflect on perseverance and what this means. Children will then use this to reflect on who they work well with and who it is difficult for them to work with. Learners will then be able to apply these skills by working within a group to create a product. <p><u>Spring 2 - Healthy Me</u></p> <ul style="list-style-type: none"> In this theme, learners will look at what motivates them to make healthy choices and how this will help them to keep their body healthy. Learners will begin to reflect on the physical differences they feel in their body when they are stressed and relaxed. Learners will develop an 	<ul style="list-style-type: none"> <u>Summer 1 - Relationships</u> In this theme, learners will identify the different members of their family, understand their relationships with each of them and know why it is important to share and cooperate. Learners will develop a greater understanding of how they can keep themselves safe by understanding that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. Learners will build on keeping themselves safe by understanding that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. Learners will begin to consider people who they trust by recognising and appreciating people who can help them in their family, school and community. They will express appreciation for the special relationships they have in their life. <u>Summer 2 - Changing Me</u> In this theme, learners will

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<p>idea that bullying is impacted by difference and how they can help others to understand.</p> <ul style="list-style-type: none"> • Learners will gain the skills to be able to recognise behaviour in themselves and others and what to do if they need help if they or others are being bullied. • Learners will be able to articulate how they are different to their friends and celebrate these differences by explaining what makes them special. 	<p>understanding of the impact of medicine on their body and the importance of using medicine correctly.</p> <ul style="list-style-type: none"> • Learners will identify which foods they need to eat to have a balanced and healthy diet. • They will identify ways in which eating healthily and nutrition is important by identifying healthier snacks. 	<p>develop a greater understanding of growing from young to old learners will be able tell you about the natural process of growing from young to old and understand that this is not in their control.</p> <ul style="list-style-type: none"> • Learners will begin to consider the physical differences between boys and girls. • Learners will further develop skills of assertiveness by developing the confidence to explain what touch they do and do not like and who they can ask for help. • Learners will begin to reflect on what changes they are looking forward to as they progress into Year 3.
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Religious Education		
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<p style="text-align: center;"><u>How do we respond to things that really matter?</u></p> <p style="text-align: center;">Autumn 1: Christianity (God)</p> <ul style="list-style-type: none"> • Does how we treat the world matter? <p style="text-align: center;">Autumn 2: Christianity (Jesus)</p> <ul style="list-style-type: none"> • Why do Christians say that Jesus is the 'Light of the World'? 	<p style="text-align: center;"><u>How do we respond to things that really matter?</u></p> <p style="text-align: center;">Spring 1: Hindu Dharma</p> <ul style="list-style-type: none"> • How might people express their devotion? <p style="text-align: center;">Spring 2: Islam</p> <ul style="list-style-type: none"> • Why do Muslims believe it is important to obey God 	<p style="text-align: center;"><u>How do we respond to things that really matter?</u></p> <p style="text-align: center;">Summer1: Christianity (Church)</p> <ul style="list-style-type: none"> • What unites the Christian community <p style="text-align: center;">Summer 2: Judaism</p> <ul style="list-style-type: none"> • What aspects of life really matter?
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P.E.		
<p><u>Autumn 1:</u></p> <ul style="list-style-type: none"> • Invasion game: Benchball • Gym: Body awareness, jumping, travelling <p><u>Autumn 2:</u></p> <ul style="list-style-type: none"> • Indoor Athletics: Running, jumping and throwing • Dance (Nativity link) 	<p><u>Spring 1:</u></p> <ul style="list-style-type: none"> • Invasion game: Football • N/W game Tennis <p><u>Spring 2:</u></p> <ul style="list-style-type: none"> • Dance (Topic based- link to animals) • OAA Teambuilding/Teamwork 	<p><u>Summer 1:</u></p> <ul style="list-style-type: none"> • Invasion game Tag rugby • Athletics (Track) <p><u>Summer 2:</u></p> <ul style="list-style-type: none"> • S/F game Teeball • Athletics (Field)
Music		
<p><u>Charanga</u></p> <p><u>Autumn 1:</u> <u>Hands, feet, heart</u> <u>Style: South African</u> <u>Outcome: Learn to sing the song</u></p> <ul style="list-style-type: none"> • I can sing back short melodies using 3 pitched notes. • I can repeat longer rhythms (2 bars) using crotchets, minims and quavers. <p><u>Autumn 2:</u> <u>Nativity Songs</u> <u>Style: Christmas, Contemporary R&B, Jazz, Elvis, Freedom Songs</u> <u>Outcome 2: Nativity performance</u></p>	<p><u>Charanga</u></p> <p><u>Spring 1:</u> <u>I wanna play in a band</u> <u>Style: Rock</u> <u>Outcome: Playing instruments along with the song.</u></p> <ul style="list-style-type: none"> • I can keep a steady pulse in a group and solo, demonstrate 2 different time signatures (3/4 and 4/4). • I can recognise repeating patterns 	<p><u>Charanga</u></p> <p><u>Summer 1:</u> <u>Friendship Song</u> <u>Style: Classical Western</u> <u>Outcome: Make own verse to song</u></p> <ul style="list-style-type: none"> • I can listen and recognize some elements of music: timbre, pitch, dynamics. • I can perform, keeping the beat, whilst showing simple changes in tempo. <p><u>Summer2:</u> <u>Reflect, Rewind, Replay</u> <u>Style: Musical Theatre, Western Classical Music</u> <u>Outcome: Make a chorus to song.</u></p>

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<ul style="list-style-type: none">• I can follow a melody accurately when singing.• I can perform songs and simple rhythmic patterns with others.	<p>when listening to music e.g. chorus, verse.</p> <p><u>Spring 2:</u></p> <p><u>Zootime</u></p> <p><u>Style: Reggae</u></p> <p><u>Outcome: Create own music with instruments</u></p> <ul style="list-style-type: none">• I can use symbols and pictures to represent sounds e.g. rhythm grids.• I can repeat back rhythms from memory (at least two bars) and add imitations of the rhythms.• I can make connections between notations and musical sounds.	<ul style="list-style-type: none">• Consolidate the taught skills from Year 2.
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Art		
<p>Artist – Monet</p> <ul style="list-style-type: none"> • Begin to describe colours in different objects • Darken colours using black. • Lighten colours using white. • Discuss and use shadows, light and dark shading. • Name all primary colours - DISCRETE 	<p>Artist - Irinia Stutowski</p> <ul style="list-style-type: none"> • Extend to a variety of drawing tools and varying surfaces. • Draw a way of recording experiences and feelings. <p>Develop sketching skills to make quick records of stimuli.</p>	<p>Artist - Martin Bulinya</p> <ul style="list-style-type: none"> • Print with a growing range of objects and materials. • Identify the different forms printing takes. • Experiment and develop own pattern work by arranging, folding, repeating and overlapping. • Overlapping and overlaying media to create different effects and collage.
Design Technology		
<p>DT Strand: Form/Cooking & Nutrition</p> <ul style="list-style-type: none"> • Use a range of basic skills such as knife skills, rolling, peeling, mixing and chopping to create a simple dish for purpose. • Make simple constructions with a range of materials. Create these products for purpose using a range of techniques = LEVERS 	<p>DT Strand: Texture/Form</p> <ul style="list-style-type: none"> • Use large eyed needles to create a simple running stitch. • Start to explore different stitches <p>Make simple constructions with a range of materials. Create these products for purpose using a range of techniques = SLIDERS</p>	<p>DT: Texture/Form</p> <ul style="list-style-type: none"> • Begin to develop simple applique work. • Shape and form from direct observation using malleable and rigid materials. • Replicate patterns and textures in 3D form using the inspiration of other artists and sculptors. <p>Develop and awareness and understanding of natural and man-made forms.</p>

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