

Year 2 – Summer – 'On Safari'

NC Geography:

Locational knowledge:

- name and locate the world's seven continents and five oceans and name,
- locate and identify characteristics of the four countries and capital cities of the U K and its surrounding seas

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

Human and physical geography:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

-use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Sketch and paint.

Using plans made from last lesson, children to explain their ideas to their partner, explaining their choice of colours and techniques they will use to paint in the style of Tingatinga.



Sketch the animal (have outlines available for children to refer to)

Add additional features such as dots or lines to the animal to replicate Tingatinga style.

After artwork is complete children will evaluate and compare their work with that of Tingatinga art. What has been successful and what could they improve on next time?

Tolerance, Community, Faith, Poverty

Repeating patterns.



What does the word pattern mean?

Where can you see patterns? Have you created them yourselves?

Show a range of patterns across a range of African artefacts/objects.

What do children notice about the objects?

What is unique about them? Can they describe the pattern? What features do these patterns have? Do they have additional meanings? What are the sources of inspiration for the patterns? (animal prints, plants etc.) What materials are used? (texture) What colours are used? Why?

Show children footage of weaving. What is being used? How is it used to create a pattern? What would they do with the end product? Why aren't they made of plastic?

Introduce the idea of tourism, sell them as gifts/reminders of visit. Tolerance for one another.

Tolerance and respect for each other – reliance on tourism for income etc.

Tolerance, Community, Faith, Poverty

Designing and creating patterns.

Children to plan woven plate design of their own.



Children to create their woven pattern using a paper plate. Ensure children understand the need to change colours. How will they secure the last colour used before starting another? When will they decide to change the colour? How will they solve any problems they encounter in creating the pattern using weaving the method?

After woven pattern is complete children will evaluate and compare their work with that of African woven objects they have observed. What has been successful and what could they improve on next time?

Tolerance, Community, Faith, Poverty

What makes a good presenter?



Children to work in pairs to create short speeches about the portfolio of art that they have created across the term.

Establish steps to success for a successful presentation linked to the Oracy Framework

Encourage children to use art and design vocabulary to clearly explain and demonstrate understanding of the techniques they have used to produce their artwork. Create a word bank of vocabulary and sentence stems. How will they persuade their visitor to buy their art?

With face partners present their speeches. Give reflective feedback on each other's performances, explaining success and suggestions for improving next time.

Possibly make posters to advertise the charity we are donating to?

Tolerance, Community, Faith, Poverty

Fabulous Fundraising Finale.



Show real life gallery (Use Tate link) footage. Ask children why we have galleries? What has been their favourite art this term? Why? How are we going to raise money for our charity?

Practise presentations for visiting parents prior to their visit.

Set up displays of art work in the hall and present their work to their visitors.

Tolerance, Community, Faith, Poverty

Tingatinga Art

Who is Edward Saidi Tingatinga?

What was he famous for?

Where was he born?

What was his art inspired by?

Analyse the artists techniques, use of colour.

Do you like his work? What do you like?



Compare Tingatinga art to impressionism (Monet). Make observations from comparison of similarities and differences. Why is this?

Practise the skill of sketching animals.

Discuss proportions in the modelling. Plan which media and colours to incorporate, background colours and how they will add detail in the style of Tingatinga.

Tolerance, Community, Faith, Poverty

NC Art:

- to use a range of materials creatively to design and make products
- 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
- 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.

NC Citizenship:

- recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- think about the lives of people living in other places and times, and people with different values and customs
- recognise that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; recognise and challenge stereotypes



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