

During this project, the driving subjects are Art and Design, Music and PSHE & Relationships Education. We learn about the ways music and art can be used to communicate feelings and ideas and share these with others. We explore themes of identity, community and wellbeing as we get to know and express more of ourselves.



Project Launch: Religious Education

Judaism

We launch our project by finding out about key facts and features of Judaism. We find out about the Torah, what a synagogue is and learn about some important festivals and celebrations. In particular, we learn about the celebration of Hanukkah and the miracle that is remembered during this festival. It enables us to think about the importance of faith and how belonging to a community with shared stories and beliefs can be important for believers.

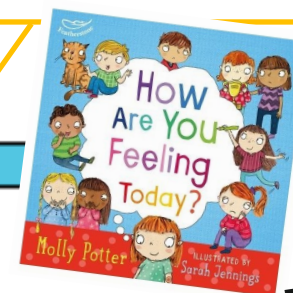
PSHE and Relationships Education

Using the book *How Are You Feeling Today?* By Molly Potter, we revisit how to identify and recognise our emotions, thinking about ourselves as individuals and how we each experience different emotions. We find out about strategies, tips and techniques we can use when we are feeling different big or powerful emotions. We are able to reflect on if our emotional responses are proportionate, thinking about what this means and why it is important.

Year Two
Express
Summer Term

Project Launch

Focus 1



Focus 2



Music

In Year Two, we study how music is used to express emotions. We learn songs about emotions and perform them. We study the book—'Feelings' by Libby Waldron and create soundscapes and compositions that help tell the story of our emotions and how we can manage them. We begin to learn about the beat in music and count the beat to help us to play together. We note down our own compositions using informal drawings and organise them into boxes and grids so that we can play together with our friends. We use a range of tuned and untuned instruments.



Art and English

We begin our Art learning by exploring the way different colours can connect to different emotions. We enjoy reading the books *My Many Coloured Days* by Dr Seuss and *Kindness Grows* by Britta Teckentrup and thinking about the power of the different colours on the pages.

The artist Pablo Picasso used bold colours to express different parts of someone's personality or feelings and we learn about how he did this too.

We build our artistic skills by learning how to mix different colours and shades, experimenting with adding black and white in order to create tones.

Focus 5

Focus 4

Religious Education: Pentecost

We mark the celebration of Pentecost with a day in school focussed on learning about this important event in the Christian calendar. We find out about the significance of this story and represent it in different ways.



Science - Animals Including Humans

In the Summer Term, our Science learning is all about what different animals need to grow and be healthy.

We notice that all animals, including humans, have offspring which grow into adults and learn about the basic needs of animals for survival. When we think about how humans can grow healthily, we explore the importance of a balanced diet, exercise and hygiene.

Focus 7

Focus 8

Answering the Project Question:

We end our project by reflecting on our project question. We think about the different ways we can identify what we are feeling and how this can help us know what others are feeling too. We think about the importance of kindness and compassion when other people need help and the different ways we can show this.



How can understanding how we feel help us to help others?



Art

Our project question drives our exploration of the way artists use their work to communicate love, care and compassion for others. We find out about the artist Jullian Gunlicks who creates her art especially to communicate love, connect with others and comfort those in need. We explore the different symbols and she and other artists can use to express love and compassion and begin to incorporate these into our own designs. Using different sketching pencils, we experiment with creating light and dark shades in our sketches. We refine our artistic skills by creating work using printing, pastels and paints, drawing on our learning to produce contrasting landscapes.



Focus 6

Art

Our final art pieces combine everything we have learnt about colours and symbols to create pieces inspired by Britta Teckentrup and Jillian Gunlicks. We produce designs of ideas that communicate our intentions and ideas.

Using collage, we construct landscapes, developing our cutting, tearing and layering skills. Then we use our landscapes as backgrounds for our own drawings, messages and symbols communicating love and compassion. We evaluate our final art work by thinking about how well we achieved our intentions.

