



Year : 2,3,4

Term: Autumn

Topic Title: How can we use art to make positive change? Topic focus: Create  
Please share this knowledge organiser with your child to help them develop their knowledge and understanding of our topic.

**What I know already:**

How to use a range of mediums to create pictures.  
Primary and secondary colours and how to mix them.  
I know the difference between a herbivore, carnivore and omnivore.

**What I will learn:**

I will explore how combinations of materials such as wire, paper, fabric, string, card etc can be transformed into sculpture, discovering how best to manipulate them.  
I will know about textiles and the different techniques used.  
I will be able to present my learning through a range of art styles.  
I will know about the correct vocabulary to talk about materials, techniques and processes different artists have used in their work.  
I will be able to convey a message through my art work.  
I will learn to create a sketch book and display my work.  
I will be able to identify a range of habitats and the animals that live in them and how they are suited.  
I will be able to explain simple food chains and the technical vocabulary used.  
I will be able to explain the impact humans have had on the natural world.



**Key Vocabulary**  
Evidence, stitching, scale, scope, textiles, endangered, micro-plastics, conservation, sustainability, producer, consumer, predator, prey, suitable, interconnected, habitat, ecosystem, nutrition, sensitivity, reproduction, excretion, processes



**Key Concepts – Creativity and Sustainability.**

**Enquiry Question –How can we use art to make positive change?**  
**Sub-questions – How can we convey messages, expression and emotion through art?**

**Key Outcome**  
To understand about animals and their habitats and how environmental issues are impacting them.  
To put on an art exhibition on how to help preserve habitats and animals around the globe.

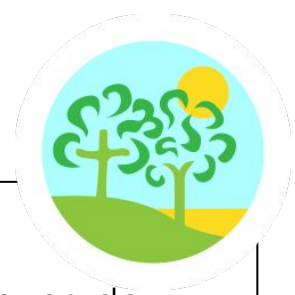


**Useful websites and/or books to read at home:**  
Good website on endangered animals:  
<https://www.activewild.com/endangered-animals-facts-for-kids/>  
General information animals and their habitats:  
<https://kids.nationalgeographic.com/nature/habitats>



# Curriculum Map

**Term:** Autumn    **Class:** Wagtails



<b>Literacy</b>
Biography, non-chronological report, persuasive writing,
<b>Maths</b>
Place value, Addition, Subtraction, Multiplication, Division, Money .
<b>PE</b>
Touch rugby and Netball.
<b>Computing</b>
Computing Multimedia - Use technology to organise and present ideas in different ways. E-Safety - Use Technology safely and respectfully, keeping information private.
<b>PHSE</b>
Our 'No outsiders' lessons will be based around the book <b>Begu</b> which deals with friendship and acceptance of difference  We will be working a lot on friendships and relationships this term. This will include what a healthy friendship looks like i.e. mutual trust, respect and kindness and how these apply both face-to-face and online. We will look at the importance of self respect and how this can affect their thoughts and feelings about themselves. We will also look at how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.

<b>Science</b>
<b>Everyday materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
<b>Religious Education</b>
<b>What do Christians believe God is like?</b> Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example
<b>What is it like to follow God?</b> Make clear links between the story of Noah and the idea of the covenant Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make links between the story of Noah and how we live in school and the wider world.