

Our English learning for the term will focus on our messy topic work. As **writers** we will:

We begin with a recount of our messy morning.

We will explore instructional text and write a set of instructions to make rice crispy buns.

We will then use the work of the artist Carl Warner to inspire our riddle writing before making our own recipe for a potion.

As **Artists** we will:

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Create patterns using natural materials (e.g. pebbles, sticks, shells, leaves and petals).

As **design and technologists** we will:

Choose appropriate materials and techniques for a given project.

Use a range of materials creatively to design and make products.

We are going to be looking at and tasting a variety of food from around the world.

As **historians** we will:

Learn about the lives of significant individuals in the past, who have contributed to national and International achievements.

As **geographers**, we will:

- Look at the different places around the world where the food we tasted came from.
- Locate the different countries using the atlas.





Our Science this term focuses on working scientifically in the classroom through conducting simple experiments. As **scientists** we will:

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.

Observe something closely and describe changes over time.

GFS Learning Hive—As 21st Century Learners we will

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|  ENGAGE |  COMMUNICATE |  CONNECT |  INNOVATE |
| Messy Morning- We will explore the feel of many varied materials such as jelly, shaving foam, powder paint, rice and many more. | The children will explore all the different textures and think of descriptive language to describe the messy mixtures. This experience will help us to plan our science investigations. | The children will learn new art techniques using clay, paint and charcoal enabling them to create different effects. They will then select which medium they would like to use for their own masterpieces. | The children will be organising and creating an art gallery within the school corridors. |

Let's Get Messy!

At the heart of this project, children will be exploring the texture and feel of many different substances. They will be exploring liquids and solids, squishing and mixing the slushiest and mushiest of materials. The children will be planning and carrying out Science investigations looking at the effect substances can have on each other.

Dive in and get your hands and feet all covered in paint. Play with liquids, squish some dough and check out the slushiest and mushiest foods.

Pour, mix, stir, splat! How does it feel to get your hands covered in goo? Write recipes, instructions, riddles and poems—there are loads of scrummy words to describe messy mixtures!

Work with paint and other squelchy stuff to create your own art. what will you make? How will you arrange it?

Don't worry about the mess... it'll always wash!



As **readers**, we will:

Explore the story of the Magic Porridge pot.

Ask and answer questions about the text.

Make predictions and comprehend what is happening in a story.

As **mathematicians**, we will :

Recognise numbers up to 100.

Identify the place value of tens and ones.

Compare and order numbers.

Count in 2's, 3's, 5's and 10's

Recall number facts and use these to answer addition and subtract questions.

As **communicators**, we will:

Collaboratively work with our peers to explore our messy morning.

Make connections with our understanding of the around the world.

As **users of technology**, we will:

Generate a sequence of instructions and commands.







Children use 'Let's go code' to understand how to complete a route using instructions and commands.

Use paint to create art and compare it with paper based art.

As **citizens of the UAE**, we will:

- Show respect to those in different roles within our community and world around us.

GFS Curriculum Drivers linked to the National Agenda

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| Enterprise and Innovation | Eco and Environment | Inclusive Communities | | | |
| As enterprising children , we will plan and create an art gallery for our community. | As people concerned with the environment , we will look at how different materials mixed together can effect our environment. | As members of a community , we will be mindful of our treatment of other people and other animals. We will discuss how to treat the community and environment with love and respect. | | | |

Opportunities for Enrichment

| School | Home |
|---|--|
| Express our creative side through out outdoor learning area and collaboratively create a piece of Year 2 art. | Cook something at home and create a picture record of what you have done. Perhaps you could try one of Roald Dahl's revolting recipes! |