Cwmfelin Primary School Medium Term Planning

Term: Spring 2	Class: 2	AOLE Focus: Science & Technology / Creative Arts
Inquiry: Structure Studio	**Question: How can we use drawing and painting to understand the structures of living things?**	

Rationale

This inquiry is designed to help learners understand how plants and animals are built while developing their observational drawing and painting skills. Through studying real natural forms, pupils strengthen their scientific ability to identify structures and explain simple functions, while also learning key artistic techniques such as proportion, composition and colour theory.

The inquiry moves from basic observation, to developing technical skills, to creating refined scientific–artistic work, enabling pupils to build confidence, accuracy and creativity over time. This approach encourages curiosity, critical thinking, creative expression, and an appreciation of the natural world. Learners apply knowledge in meaningful contexts, reflect on their progress, and produce artwork that communicates both scientific understanding and artistic intention.

Knowledge (Knowledge that)	Skills (Knowledge how)	Experiences (Knowledge of)
I know…	**I know how to…**	**I have …**
• The main parts of plants (roots, stem, leaves, flower) and their basic functions. • The basic body parts of animals (head, trunk, limbs, senses) and how they help survival. • The simple internal parts of living things and how organs/systems support life. • How structures and features (including colour) help plants and animals survive in their habitats. • How to observe living things closely and record findings through drawings. • How to refine and improve my artwork over time.	• Observe plants and animals closely to notice important details. • Record what I see using labelled drawings and simple notes. • Compare living things to find similarities and differences. • Ask questions to help me understand how structures help plants and animals survive. • Sketch using accurate lines, shapes and proportions. • Refine my artwork by reviewing it and making improvements.	• Explored real plants and animals through outdoor learning, videos or books. • Closely observed natural objects such as leaves, flowers and animal models. • Created observational drawings from real-life subjects. • Labelled drawings with scientific vocabulary to show understanding of structure and function. • Explored simple internal structures of plants and animals through cross-section artwork. • Reviewed, discussed and refined their artwork over time.

Cross-curricular opportunities:
Literacy: Writing journey literacy work relating to ‘A Sprinkle of Happiness’ text.
Numeracy: Measuring plant/flower heights / Symmetry in nature.
DCF: Use J2Data to record plants/animals found in locality.

Vocabulary:
Root, stem, leaf, leaves, flower, petal, seed, trunk, branch, veins, habitat, survival, function, organ, system, camouflage, pollination, senses, skeleton, bones, observation, sketch, line, shape, form, proportion, primary colours, secondary colours, tertiary colours, warm colours, cool colours, tint, shade, wash, brushwork, refinement, label, record, compare, detail, interpret, design, final piece.

Immersion activity:
Flower dissection – Pupils to take apart flowers and label.
Showcase:
Art gallery of pieces for pupils/parents to view in class.