

Year 2 Summer Term Curriculum - Oh I Do Like to be Beside the Seaside!	
The Big Question: What features make a good seaside?	
Theme Words:	Past Happiness Changes Community
Visitor/Visit	King Fisher Education
Topic Linked Subjects	
English <u>Class Texts:</u> <u>Topics: Classic Poems,</u> <u>Non-Chronological reports and Water</u> <u>Animal Adventures</u>	<ul style="list-style-type: none"> • Use suffix <i>ly</i> to turn adjectives into adverbs • Use subordination for time, using <i>when, before and after</i> • Use subordination for reason using <i>because and if</i> • Orally rehearse each sentence prior to writing • Develop stamina for writing in order to write at length. • Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions • Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i> • Make predictions based on what has been read so far.
History <u>Topic: The Seaside Past and Present</u> Would you choose to live in the past or present?	<u>Area of Study</u> <ul style="list-style-type: none"> • Changes within living memory, where appropriate these should be used to reveal aspects of change in national life. <i>Seaside Holidays in the Past</i> <u>Chronological Understanding</u> <ul style="list-style-type: none"> • Understand and use the words <i>past and present</i> when telling about an event • Recount changes in my own lifetime • Identify some similarities and differences between ways of living in different time periods <u>Events, People and Changes</u> <ul style="list-style-type: none"> • Recognise that their own lives are different from the lives of people in the past <u>Historical Enquiry</u> <ul style="list-style-type: none"> • Identify different ways the past is represented • Ask questions about the past • Ask and answer questions about the past through observing and handling a wider range of sources <u>Historical Interpretation</u> <ul style="list-style-type: none"> • Identify and use books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums and the internet to find out about the past • Begin to use stories and accounts to distinguish between fact and fiction <u>Communication</u> <ul style="list-style-type: none"> • Discuss the best way to present the information
Geography <u>Topic: U.K Seaside Localities, including natural and manmade features</u> Why do people visit the seaside?	<u>Human and Physical Features</u> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour and shop</i> <u>Map Skills</u> <ul style="list-style-type: none"> • Follow a route on a map • Use simple compass directions (<i>North, South, East, West</i>) • Explore digital maps including zoom facility to control changes in detail • Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles <u>Making Maps</u> <ul style="list-style-type: none"> • Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) including labels • Use and construct basic symbols in a key

	<p><u>Field Work</u></p> <ul style="list-style-type: none"> • Use a pro-forma to collect data e.g. tally survey • Sketch a simple fieldwork map or plan • Use a digital device in the field to record what is seen or heard <p><u>Communication</u></p> <ul style="list-style-type: none"> • Communicate geographical understanding such as what they can see around them and a simple familiar journey in a range of ways. E.g. Speaking, writing, drawing or on a digital device • Use basic geographical vocabulary to describe specific local geographical features North, South, East, West, environment, season, weather, human, physical, beach, forest, mountain, ocean, sea, river, country, capital city, city, town, house, farm, shops. • Give and follow simple instructions to get from one place to another using positional and directional language e.g. near, far, left and right (Use programmable toys to support) <p><u>Enquiry</u></p> <ul style="list-style-type: none"> • Ask what and where questions to find out more about locality studied • Find out about a locality using different sources of evidence e.g. a local walk, simple maps, photos, data, interview, library or internet search • Explore geographical change and difference e.g. seasonal weather and buildings/land use in own and contrasting locality
<p>Science <u>Topic: Plants</u> How do plants change as they grow?</p> <p><u>Topic: Materials</u> What makes a material suitable for use?</p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p><u>Observing</u></p> <ul style="list-style-type: none"> • Observe closely and measure using simple equipment • Perform simple tests and explain why it might not be fair to compare two things • Use their observations and ideas to suggest answers to questions <p><u>Asking Questions</u></p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways <p><u>Materials</u></p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <p><u>Changing Materials</u></p> <ul style="list-style-type: none"> • Identify, classify and organise things into groups • Use some scientific words to say what they have seen ; digital recordings <p><u>Recording and Presenting</u></p> <ul style="list-style-type: none"> • Gather and record data in simple tables using ICT to help in answering questions • Identify simple patterns and associations in recorded data <p><u>Concluding</u></p> <ul style="list-style-type: none"> • Identify, classify and organise things into groups
<p>Design Technology <u>Topic: Sewing- Make Sea Creatures</u></p>	<p><u>Design</u></p> <ul style="list-style-type: none"> • Propose more than one idea for their product. • Use drawings to record ideas as they are developed. • Add notes to drawings to help explanations <p><u>Make</u></p> <ul style="list-style-type: none"> • Discuss their work as it progresses. • Select and name the tools needed to work the materials. • Explain which materials they are using and why. <p><u>Evaluate</u></p>

	<ul style="list-style-type: none"> • <i>Decide</i> how existing products do / do not achieve their purpose. • <i>Discuss</i> how closely their finished product meets their own design criteria. <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> • <i>Cut out</i> shapes which have been created by drawing round a template. • <i>Join</i> materials in a variety of ways. • <i>Decorate</i> using a variety of techniques. • <i>Know</i> some ways of making structures stronger. • <i>Show</i> how to stiffen some materials.
<p>Art <u>Topic: Seaside Art-</u> <u>Paintings by Lynette</u> <u>Amelie</u></p>	<p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> • <i>Record and explore</i> ideas from first- hand observations • <i>Ask and answer</i> questions about the starting points for their work • <i>Develop</i> their ideas, try things out and change their minds • <i>Build up</i> resilience and be confident to try again! • <i>Explore</i> the work of artists, craftspeople and designers from different times and cultures for differences and similarities <p><u>Drawing</u></p> <ul style="list-style-type: none"> • <i>Observe and draw</i> shapes from observations. • <i>Use a variety of</i> media and colours for effect. • <i>Record and explore</i> ideas from first-hand observations. • <i>Ask and answer</i> questions about the starting points for their work. • <i>Experiment with</i> simple marks and patterns. • <i>Draw on</i> different surfaces. • <i>Review</i> what they and others have done and say what they think and feel about it <p><u>Textiles</u></p> <ul style="list-style-type: none"> • <i>Colour fabric</i> using natural dyes such as beetroot, tea or berries • <i>Join materials</i> using simple stitches • <i>Learn how to</i> sew a button onto a piece of fabric or felt • <i>Create a collaborative</i> wall hanging by putting individual pieces together • <i>Learn how to</i> plait eg use thick wool • <p><u>Digital Media</u></p> <ul style="list-style-type: none"> • <i>Explore ideas</i> using digital sources • <i>Record visual</i> information digitally • <i>Use a graphics</i> package to create images and effects with lines, shapes, colours and texture <p><u>Texture</u></p> <ul style="list-style-type: none"> • <i>Explore ideas</i> using digital sources • <i>Record visual</i> information digitally • <i>Use a graphics</i> package to create images and effects with lines, shapes, colours and texture <p><u>3D</u></p> <ul style="list-style-type: none"> • <i>Manipulate</i> malleable materials in a variety of ways • <i>Use art straws/</i> pipe cleaners to create structures <p><u>Clay</u></p> <ul style="list-style-type: none"> • <i>Teach how to</i> make a slip when adding pieces of clay • <i>Revise making</i> thumb pots and change surface of the clay eg. scratch a design into the surface/add decoration/features • <i>Teach how to</i> make a basic coil pot <p><u>Evaluating and Developing Work</u></p> <ul style="list-style-type: none"> • <i>Review</i> what they and others have done and say what they think and feel about it • <i>Identify</i> what they might change in their current work or develop in future work • <i>Describe</i> the differences and similarities between different practices and make links to their own work
<p>Discreet Subjects</p>	

<p>Maths</p>	<p><u>White Rose Hub</u></p> <ul style="list-style-type: none"> • Compare lengths and heights • Measure lengths in cm, m • Compare and order lengths • Use four operations with lengths • Describe position • Describe movement and turns • Make patterns with shapes • Tell time to the hour, half past, quarter past and quarter to • Tell and write time to 5 minutes • Find and compare durations of time • Measure mass in grams and kilograms • Measure capacity • Compare volume • Use millilitres and litres • Measure temperature
<p>RE</p>	<p><u>From Easter to Pentecost</u></p> <ul style="list-style-type: none"> • Retell Mark's account of the Resurrection (Mark 16:1-8) • Identify how Mark's account of the resurrection might have challenged/affirmed his original community and how it challenges us now. • Describe some ways in which religion is lived out by believers • Give reasons for certain actions by believers • Show an understanding of how religious belief shapes life <p><u>The Church is Born</u></p> <ul style="list-style-type: none"> • Know that when the apostles received the Holy Spirit they spread the good news and know that we can help to spread the good news • Know about the early Christian community and understand that we are part of the Christian community • Know that the apostles realised that God could work through them • Know that the story of Peter's escape from prison and reflect on it's meaning
<p>PSHE <u>Topics:</u> <u>HRSE Growing and Changing</u></p>	<ul style="list-style-type: none"> • H24. how to manage when finding things difficult • H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • H26. about growing and changing from young to old and how people's needs change • H27. about preparing to move to a new class/year group • R3. about different types of families including those that may be different to their own • R4. to identify common features of family life • R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried • L2. how people and other living things have different needs; about the responsibilities of caring for them • L3. about things they can do to help look after their environment
<p>Computing</p>	<p><u>Information Technology</u> <u>Presentation, Web Design and eBook creation</u></p> <ul style="list-style-type: none"> • Add voice labels to an image. • Add a voice recording to a storyboard. • Add speech bubbles to an image to show what a character thinks.

	<ul style="list-style-type: none"> • Import images to a project from the web and camera roll <p><u>Animation</u></p> <ul style="list-style-type: none"> • Create multiple animations of an image and edit these together • Create a simple stop motion animation • Explain how an animation/flip book works <p><u>Video Creation</u></p> <ul style="list-style-type: none"> • Write and record a script using a teleprompter tool • Use tools to add effects to a video • Begin to use green screen techniques with support <p><u>Photography and Digital Art</u></p> <ul style="list-style-type: none"> • I can edit a photo (crop, filters, mark up etc) • Select and use tools to create digital imagery - controlling the pen and using the fill tool • Cut images with accuracy to layer on other images <p><u>Augmented Reality and Virtual Reality</u></p> <ul style="list-style-type: none"> • Draw my own 360 image and explore it in VR • Bring objects into my surroundings using Augmented Reality • Create my own QR code <p><u>Digital Literacy</u></p> <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> • Use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country) • Give examples of how I might use technology to communicate with others I don't know well
PE	<p><u>Acquiring and Developing Skills</u></p> <ul style="list-style-type: none"> • Pupils copy and remember actions • Pupils repeat and explore actions with some control and coordination <p><u>Evaluating and improving</u></p> <ul style="list-style-type: none"> • Pupils talk about what is different between what they did and what somebody else did • Pupils can say how they could improve <p><u>Health and fitness</u></p> <ul style="list-style-type: none"> • Pupils describe how their body feels before, during and after different physical activity • Pupils explain what they need to do to keep safe and to keep healthy <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Travel on feet in different ways e.g. <i>run, skip, gallop</i> • Jump in different ways e.g. <i>2-2, 2-1, 1-2, hop, leap</i> • 'Send' in different ways e.g. <i>throw, roll</i> <p><u>OAA</u></p> <ul style="list-style-type: none"> • Identify positions on simple maps of familiar environment e.g. <i>classroom, playground</i> • Use simple maps to follow a basic trail e.g. <i>playground</i> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Stand and sit with body tension and extension • Balance in different ways e.g. <i>front, back, side, bottom</i> • Travel in different ways e.g. <i>caterpillar, bunny, hop, monkey</i> • Roll in different ways e.g. <i>pencil, egg, dish, teddy</i> • Jump in different ways e.g. <i>straight, star, tuck</i> • Perform a sequence with a jump, roll, travel and balance
<p>Music <u>Topic: Friendship Song</u> <u>and Reflect, Rewind and</u> <u>Replay</u></p>	<ul style="list-style-type: none"> • Experience a live performance (musicians from music service/other children performing/theatre performances/concerts) • Say whether or not I like a piece of music • Identify fast/slow (tempo) loud and quiet (dynamics), high, low pitch, long and short (duration) • Choose how to represent different things e.g. sound effects for a story or to reflect different

	<i>moods</i>
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