English

**This half term child will be looking**

Non-fiction: Storm Whale: Instructions based on How to save a beached whale

For more details, see attached English Medium Term Plan.

**Objectives:**

Write simple, coherent narratives about personal experiences and those of others (real or fictional)

Write about real events, recording these simply and clearly

Demarcate most sentences in their writing with capital letters and full stops, and use  question marks correctly when required

Use present and past tense mostly correctly and consistently

Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

Use spacing between words that reflects the size of the letters

Start making simple additions, revisions and proof-reading corrections to their own writing

Demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and

apostrophes for singular possession

**Oh, I do like to be beside the seaside**



 

**Spellings**

Words with suffixes -ful, -ness, -ment, -ly, ing, ed and -less.

Maths- Money, time and word problems

During Summer term, children will consolidate knowledge on telling time up to 5 minutes.

Pupils will be also reviewing concepts on writing and counting money in addition to extending their knowledge of how to represent money using £ and p. They will be reinforcing previous counting methods using fives and tens to count quickly and efficiently. They will be required to show equal amounts of money and how to exchange money. By the end of the unit, they will be using bar modelling to calculate the total amount of money spent and then working out how much change is required from amounts below £100. Children will also use their knowledge to solve various word problems.

Objectives:

-To be able to identify pounds (£) and pence (p) and their respective symbols

-To be able to count money in notes and use the symbol for pounds

-To be able to find different combinations of coins that equal the same amount of money

- To be able to tell time on the 12-hour clock in multiples of 5 minutes, including ‘quarter past’

- To be able to tell time on the 12-hour clock in multiples of 5 minutes, including ‘quarter past’ and ‘quarter to’

RE- Islam- Community and Belonging

Does going to a mosque give Muslims a sense of belonging?

**Objectives:**

I can start to explain how it feels to belong.

I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque.

I can start to explain when Muslims might feel like they belong.

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| --- |
| I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.  |
| I can explain how carrying out actions that |  |

**History-** The great British seaside/changes over time **Victorian seaside**

This term, children will explore the history of the amazing British Seaside. They will learn the significance of it and the changes that happened over time.

**National Curriculum:**

Pupils to understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Pupils to look at significant historical events, people and places in their own locality.

**Skills:**

Sequence artefacts closer together in time - check with reference book

Sequence photographs etc. from different periods of their life

Describe memories of key events in lives

Recognise why people did things, why events happened and what happened as a result

Identify differences between ways of life at different times.

Compare pictures or photographs of people or events in the past

Discuss reliability of photos/ accounts/stories.

Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

 Communicate their **knowledge** through:

Discussion….

Drawing pictures…

Drama/role play..

Writing..

**Geography** – **Oh I do Like to be beside Seaside-** Seaside features and contrasting locations

This term, children will explore the contrast between the seaside town Filey (England) and and a seaside location in Egypt (Sharm-el-Sheikh). After learning all the physical and human features of the seaside, children will have an opportunity to observe these during the trip to Filey.

**Locational knowledge:** To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Human and physical geography:** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

**Geographical skills and fieldwork**: To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

**Human and physical geography**

**Skills**

Make simple comparisons between features of different places.

Use NF books, stories, maps, pictures/photos and internet as sources of information.

Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)

Find land/sea on globe.

Use teacher drawn base maps.

Use large scale OS maps.

Use an infant atlas.

Make appropriate observations about why things happen.

**Science –** Living things and their habitats **&** Plants

**This tern children in year 2 will learn about animals, plants and their habitats in the context of the seaside.**

**National Curriculum:**

Living things and their Habitats

Pupils should be taught to explore and compare the differences between things that are living, dead, and things that have never been alive. They will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Pupils will identify and name a variety of plants and animals in their habitats, including microhabitats. They will describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

**Plants**

Pupils should be taught to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will identify and describe the basic structure of a variety of common flowering plants, including trees

Pupils should be taught to observe and describe how seeds and bulbs grow into mature plants. They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

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**Skills:**

**Living things and their habitats**

-Explore and compare the differences between things that are living, dead, and things that have never been alive

-Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

-Identify and name a variety of plants and animals in their habitats, including micro-habitats-Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

**Plants**

To observe and describe how seeds and bulbs grow into mature plant.

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

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Pupils should be taught to:

To observe and describe how seeds and bulbs grow into mature plants

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

**Art- Oh I do like to be beside the seaside**

This term, Pupils in year 2 will create artwork linked to the seaside and Summer time like seascapes, seaside collages, charcoal pictures of lighthouses, clay sea creatures and wax whales. They will also explore the artwork of Ann Steer and create their own Nature sculptures.

**National curriculum:**

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

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

To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Skills:**

Record and explore ideas from first hand observation, experience and imagination.

Ask and answer questions about the starting points for their work, and develop their ideas.

Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook

Identify what they might change in their current work or develop in their future work.

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Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.

Create textured collages from a variety of media.

 Make a simple mosaic.

Stitch, knot and use other manipulative skills.

Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.

Make a simple mosaic.

**Design and Technology: Wheels and Axles (**Windmills)

**National Curriculum:**

When designing and making, pupils should be taught to:

Design purposeful, functional, appealing products for themselves and other users based on design criteria

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria Technical knowledge

Build structures, exploring how they can be made stronger, stiffer and more stable

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and nutrition

To use the basic principles of a healthy and varied diet to prepare dishes

To understand where food comes from

**Skills:** Generate ideas by drawing on their own and other people's experiences

Develop their design ideas through discussion, observation, drawing and modelling

Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape

Begin to select tools and materials; use vocab' to name and describe them

Measure, cut and score with some accuracy

Use hand tools safely and appropriately

Assemble, join and combine materials in order to make a product

Identify a purpose for what they intend to design and make

Identify simple design criteria

Make simple drawings and label parts

Evaluate their product by discussing how well it works in relation to the purpose

Evaluate their products as they are developed, identifying strengths and possible changes they might make

Evaluate their product by asking questions about what they have made and how they have gone about it

Evaluate their product by asking questions about what they have made and how they have gone about it

Use basic food handling, hygienic practices and personal hygiene

**PSHCE-Happy Mind: Relate**

This module is focused on teaching children the importance of being able to Relate or get along with others in order to have positive relationships. It uses the Character Strengths to illustrate the need to be able to see other perspectives in order to build relationships. Through lots of examples and discussion, the children learn about two key skills that will serve them well in relationship building.

Skills

That we Relate to different people in different ways and that different people Relate differently, too.

•How their Character Strengths can help them get along with other people. They will learn that we all have different strengths, which is okay.

•That it is okay that some people react differently to them and that just because their reaction is different to theirs, it isn't wrong.

•How to spot the characteristics of a good friend and recognise this in themselves.

•How to Actively Listen and why this helps them to get along with others. They will look at what happens if they don't Actively Listen and how this can affect their ability to get along with others.

•That Team H-A -P feels happy when we Actively Listen because we are using all parts of the team.

•How to 'Stop, Understand and Consider' and why it is important to do this before responding.

•How Happy Breathing can help them with friendship issues by keeping them calm.

**STORY PROJECT**

During the Summer term, children in year 2 will be exploring the story called ‘The New Girl’. This book is about new beginnings and accepting the diversity of others.

**Objectives:**

1.I can tell you the importance of my name and cultural identity.

2.I can tell you what it means to be unique and why it is important to respect people’s differences.

3.I can tell you some of the feelings associated with starting something new.

4.I can tell you how I make others feel welcome.

5.I can tell you how to judge who is a being a good friend

**Computing-** **Computer Science**

Children will continue to explore algorithms. They will create and debug simple programs.

**National Curriculum:**

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Create and debug simple programs

Use logical reasoning to predict the behaviour of simple programs

Recognise common uses of information technology beyond school

**Skills:**

Demonstrate the ability to debug predefined programs.

Identify digital technologies around us and describe how they work

**PE- Tennis and Athletics**

National Curriculum:

**Tennis**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

**Skills:**

**Tennis:** Confident to send the ball to others in a range of ways.

Beginning to apply and combine a variety of skills (to a game situation).

Develops strong spatial awareness.

Beginning to develop own games with peers.

Understand the importance of rules in games.

Develop simple tactics and use them appropriately.

Beginning to develop an understanding of attacking and defending.