

Oh, I do like to be beside the seaside

English

This half term child will be looking

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

Fiction: Finding story based on the Storm 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

Spellings

The sound /u/ spelt with 'o'

The sound /ee/ spelt with '-ey'

The /o/ sound spelt with 'a' after w and qu

The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w

The sound /zh/ spelt 's'

Common Exception Words

even* break* steak* great* move* prove*

Maths- 3D shapes, time and length

During Summer term, children will work on the chapter that follows on from the previous chapter on 2D shapes. In a similar manner, pupils will be recognising, describing and grouping 3D shapes, forming structures with them and making patterns using 3D shapes.

Pupils will also carry on with the concept of time. It begins with recognising time to 5 minutes and progresses in a way that pupils will be able to tell time, sequence it and manipulate an analogue clock. Pupils will then be learning how to find the duration of time, the end of a length of time, the beginning of a length of time and finally, compare lengths of time.

During Summer 1, children will also get a better understanding of how to measure length. They will begin by understanding what a metre is and what centimetres are and then progress to using them in real-life contexts.

Objectives:

- To be able to recognise 3D shapes by identifying their properties.
- To be able to describe 3D shapes based on their properties, including the number of 'faces', 'vertices' and 'edges'.
- To be able to describe the 2D shapes that form a 3D shape.
- To be able to group 3D shapes by similar properties.
- To be able to make and recognise patterns using 3D shapes.
- To be able to tell time on the 12-hour clock in multiples of 5 minutes, including 'quarter past' and 'quarter to'.
- To be able to sequence daily events by time.
- To be able to draw hands on an analogue clock to show the correct time.
- To be able to compare time in hours and minutes.
- To be able to measure length in centimetres and metres
- To be able to compare and order lengths using $>$ and $<$.
- To be able to solve word problems involving addition and subtraction of different lengths.

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..

Science – Living things and their habitats & Plants

This term 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

Design and Technology: Wheels and Axles (Windmills)

This term children will learn how the wheel and axle mechanism works and how it is used for different purposes in real life.

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 Girl at the Front of the Class by Onjali Q. Rauf. A powerful story about the experience of young refugee children.

Objectives:

- to tell what a refugee is
- to tell what human rights are
- to tell how I understand the needs of others
- to tell how I support others
- to tell some strategies for deciding if someone is trustworthy

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.

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.