

Oh, I do like to be beside the seaside

English

This half term child will be looking

Non-fiction: Fiction: Environmental story -Little Turtle and the sea

Fiction: Letter to David Attenborough about plastic pollution based on the Little Turtle and the Sea and other environmental work done in class.

For more details, see attached English Medium Term Plan.

Objectives:

-Add suffixes to spell most words correctly in their writing

-Use the diagonal and horizontal strokes needed to join some letters

(e.g. -ment, -ness, -ful, less, -ly)*

-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 coordination (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 phonetically-plausible attempts at others

-Use spacing between words that reflects the size of the letters

-Start making simple additions, revisions

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

Spellings

The suffixes

-ment, -ness, -ful, -less, -ly

Words ending in -tion

Common Exception Words

any* many* clothes* water* pretty* Christmas* beautiful* busy* poor*
kind*

Homophones and near homophones

Months of the year/ time

Maths- Measurement (length, mass, volume and temperature)

In the Summer term, pupils in year 2 will continue to learn about length.

Then, children will be learning about mass in the context of kilograms and grams. They will learn how to read a scale, to compare the weight of different objects and to solve word problems relating to mass.

The 2 final chapter in Summer are volume and temperature. It involves pupils comparing volume, measuring in litres and millilitres, and solving word problems associated with volume. Pupils will also gain experience in measuring temperature. They will learn about Celsius, how to read thermometers to help them understand, and they will look at the different kinds of temperatures we can measure.

National curriculum

- To be able to compare and order lengths using $>$ and $<$.
- To be able to solve word problems involving addition and subtraction of different lengths.
- Choose and use appropriate standard units to estimate and measure mass (kg).
- Choose and use appropriate standard units to estimate and measure mass (g).
- Compare and order mass and record the results using $>$, $<$ and $=$.
- Compare and order mass.
- Choose and use appropriate standard units to estimate and measure capacity (litres/millilitres) to the nearest appropriate unit, using measuring vessels. Compare and order volume/capacity and record the results using $>$, $<$ and $=$.
- Choose and use appropriate standard units to estimate and measure capacity (litres/millilitres) to the nearest appropriate unit, using measuring vessels. Compare and order volume/capacity, and record the results using $>$, $<$ and $=$.
- To be able to accurately read temperature in Celsius.
- To be able to estimate temperature and read thermometers to confirm the estimate.
- To be able to apply knowledge of temperature to solve problems.

Geography –

This term, children will explore the contrast between the seaside town Filey (England) 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.

Place knowledge 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

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 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

Art- Oh I do like to be beside the seaside

This term, Pupils in year 2 will familiarise themselves with a modern Australian artist Ann Steer who is known for creating seaside themed artwork. Pupils will create artwork linked to the seaside and Summer time like seascapes, seaside collages, charcoal pictures of lighthouses, clay sea creatures and wax whales.

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.

PSHCE-Happy Mind: Engage

This module focuses on bringing together everything the children have learnt throughout the MyHappyMindcurriculum. The Engage module has a particular focus on using the knowledge and skills they have acquired to help them to engage in the world through Goal Setting. Integral to this is focusing on the Character Strength of perseverance, which links closely to resilience. The children set Big Dream Goals. Big Dream Goals are goals that the children are passionate about and that are important to them. This could be anything, from learning to do a handstand to being able to tie their laces independently or swim a length in their swimming lesson. The children then use the goal-setting framework which is: -Set a clear goal -Describe key actions -Identify any help they may need. They then learn about the transferable skill of perseverance and how, even if they do not achieve their goal straight away, they should not give up. The children are also introduced to the 'Feel Good, Do Good' gauge and how they have to believe to achieve

Skills

To know that when they feel good, they do good.

To know that Goal Setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them.

To know how Happy Breathing can help when goals are tricky.

STORY PROJECT -Grandad's camper by Harry Woodgate

The girl in this story loves going to her Grandad's house and hearing stories of his adventures with Gramps in the campervan. However, now Gramps is gone, Grandad keeps the camper locked away...

Objectives covered –

- 1.I can tell you some of the feelings associated with times of change and loss.
- 2.I can tell you some strategies I have for dealing with times of change and loss.
- 3.I can tell you how I could get help if I or someone I care about was struggling with times of change or loss.
- 4.I can tell you about some of the different relationships I have with people in my family and why they are important.
- 5.I can tell you how helping others helps make me happy.

PE- Athletics

National Curriculum:

Athletics

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.

Skills:

Make choices about appropriate throws for different types of activity

Can identify areas of actions that need improvement, e.g. power in throws to throw further

Develop strength, agility, coordination and balance over a variety of activities

Can negotiate obstacles showing increased control of body and limbs

Demonstrate different types of throws

Show quick feet actions for sprinting

Perform a variety of static and dynamic balances

Work cooperatively to complete running and throwing tasks

Consider others when playing games to respect their space and boundaries

Computing- Media

In Summer 2 pupils will learn how to edit digital content like photos.

National Curriculum: To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Skills:

To create and edit 2D images.

To create, capture, review and edit digital content.

To create on-screen animations to illustrate a concept.

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.