

## Our Focus in Year 2 is Beside the Seaside



## Summer Term 2

### Curriculum enrichment and Well Being

Sports day and Sports Roadshow.

Virtual class assembly.

Zones of regulation activities.

Regular brain breaks through Just Dance,

Go Noodle, Dough Gym

Daily Mile.

### WOW moment:

Seaside visit

### Hook

Curriculum links through seaside art and

English books with a seaside setting.

### Key Vocabulary we will learn

- words associated with geographical features, eg seaside, sand, cliff, beach, shingle
- everyday words associated with the seaside, eg windbreak, picnic, sun hat, suncream, sunglasses, flip-flops, souvenirs, bucket, spade, sandals, luggage, swimsuit, sandcastle
- period-specific seaside vocabulary, eg steam boat, Punch and Judy show, amusement arcade, steam train, pier
- time-related vocabulary, eg when your parents/carers/grandparents were young, long ago, after the war, 1960s, recent, modern, older, oldest

### Maths skills:

Recap through daily morning tasks, Mymaths, Time tables Rockstars, home-work

### Measurement -Time

- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- know the number of minutes in an hour and the number of hours in a day

### Mass, capacity & temperature

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record these results using >, < and =

### **Consolidation and end of year assessments.**

### History Skills and Knowledge (second half term focus linked to Geography skills)

#### Big Question: What was it like to go to the seaside 100 years ago?’

- Investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since.
- Compare seaside holidays now to seaside holidays in the past and develop a chronological understanding of changes.

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

To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Grace Darling)

### English skills:

#### **Focus : To inform (reports and recounts)**

#### **Poetry and playscripts**

#### Class Text - Finishing The Boy who lived with Dragons series

#### Core Book/Books: Poems about the Seaside, The storm Whale, Grandad’s Island, The Secret of Black Rock.

- I can write for a range of purposes including poetry, newspaper reports, non chronological reports and recounts about real or fictional events)
- I can use full stops, capital letters and question marks in my writing.
- I can form my letters correctly ensuring that they are the correct size in relation to each other.
- I can spell many common exception words.
- I can improve my sentences using co-ordination (or, and, but) and subordination (when, if ,that, because)

### Spelling

Adding es, ed, er, est, ing to verbs ending y.

Adding ing, ed, er, est, y to one syllable words to double the consonant e.g. patting.

L or ll spelling, ey word endings, w and qu sounds,

Contractions and homophones.

### Science Skills Animals including Humans

#### Big Question: What do plants need to grow?

- 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.



- Completing topic with focus on working scientifically.**

### P.E Focus:

#### Athletics focus

- 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.

#### Cricket/ rounders skills

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

### Religious Education

#### Big Question

#### Why do Christians Make and Keep promises before God?

To understand the meaning of a church community.  
To know what Baptism is.  
To know the meaning of a Christian marriage.  
To know what is meant by the word ‘promise.’

I can recognise the symbols of Baptism (water, light, forgiveness of sins and belonging) and marriage (exchanging of rings.)  
I can understand that Baptism means becoming a member of the Christian church and that a Christian marriage is making promises before God and the Christian community.

I can talk about what is important to me and others.  
I am beginning to be able to express my own opinion and recognise there is often more than one answer.

### DT focus

#### Big Question: What would you take on a picnic to the seaside?

- We will be exploring and thinking about a range of foods.
- We will experience the flavours, textures and colours of different foods.
- We will have the opportunity to design our own seaside picnic, while thinking carefully about what makes a balanced meal.

### PSHE skills

#### RSE focus

#### Differences

I understand that some people have fixed ideas about what boys and girls can do.  
I can describe the difference between male and female babies.

I understand that making a new life needs a male and a female.

I can name different body parts.

**Transition activities in preparation for Year 3.**