

Year 2 Summer 2: Oh, I do like to be beside the seaside!

Curriculum connections

2 English

Writing:

Explore a range of punctuation and apply it within narrative writing.

Apply the correct spelling of common exception words. Identify and use exclamation, question, statement and command sentences.

Know the features of a recount and write about a field trip.

Write a letter, using the correct features and formality

Reading: Read a wide range of fiction and non-fiction texts.

Refine comprehension responses for vocabulary, retrieval, inference and summary questions.



2 Maths

Use correct vocabulary to describe position, movement and turns.

Describe and continue shape patterns that include turns. Interpret block diagrams, pictograms, tables and tally charts.

Draw pictograms and block diagrams.

Gather data to create tally charts.

Count in multiples in 2, 5, and 10.

Add and subtract two 2-digit numbers.

Multiply and divide numbers.

Solve missing number problems.

Find fractions of an amount.

Recognise the equivalence of a half and two quarters.

1 Geography

Why do we like to be beside the seaside?

Use aerial photographs, maps, atlases and globes.

Develop knowledge about the world, the United Kingdom and their locality.

Develop knowledge about the four constituent nations of the UK, capital cities and the seas.

Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

1 Art

Self Portraits

Look at the work of Mary Cassatt as a stimulus for a seaside portrait.

Use a range of mark making materials and think of different marks that could be made to create a portrait.

Identify ways artists represent themselves and suggest reasons.

Know how tints and tones relate to a portrait.

Use close observation skills and paint techniques to make a portrait with a beach theme.



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2 Science

Habitats and Our Changing World:

Identify and classify animals that live in a micro-habitat.

Learn about how plants adapt to the places that they live in.

Match plants with their habitat.

Learn how a habitat can help an animal or plant survive.

Know a habitat is a natural place where something lives

and that animals have different needs that are suited to where they live (adaptation).

Learn about how animals adapt to the places that they live in.

Identify plants and animals during different seasons.

2 RE

How should we care for others and the world and why does it matter?

0 Give examples of what Jesus said about the importance of children.

Explore what Christians believe about caring for people.

Identify the stories Christians and Jewish people tell about the beginning of the world and how to treat the world.

1 Computing

Creating media: stop-motion

Create a flip book animation.

Upload images from the school network.

Decompose a story into smaller parts to plan a stop motion animation.

Create stop motion animations with small changes between images.

1 PE

Dance

Respond to a stimulus using a range of different, controlled movements.

Control and coordinate their bodies to perform movements that represent an explorer preparing for an expedition.

Athletics

Develop understanding of how to finish a sprinting race, maintaining their speed until they cross the line.

2 Music

Exploring African beats and rhythm

Listen to a variety of African music.

Sing African call and response songs.

Learn to play call and response rhythms using djembe drums and read a simple score.

2 PSHE

Changing me

Recognise cycles of life in nature.

Growing from young to old.

Body changes since being a baby.

Differences in female and male bodies using correct terminology and appreciate that some parts of my body are private.

Understand that there are different types of touch and being able to explain which ones I like and don't like.

Assertiveness.

Preparing for transition.

Character trait: Humility

2 Spanish

Animals

Learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in Spanish. By the end of the unit pupils will be able to recognise, recall and remember up to ten animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able to create short phrases with the verb 'I am' plus the animal nouns and determiners.