

Geography

Why do we love to be beside the seaside?

Pupils will learn about events beyond living memory that are significant nationally or globally .

In their lessons, they will learn the following:

- Where do you go to on holiday and why?
- What attracts visitors to seaside resorts?
- What do you notice about the coast and how is it different to your town?
- What can we learn about lifeboats and light-houses?
- What was *Blackpool like in the past?
- Can you create your own digital postcards?
- What can you find in rock pools?
- Reflection: Working in groups children will create a presentation on 'What makes a seaside special?'

DT

Why might our monsters or dinosaurs bite you?

Pupils will design and create their own monster or dinosaur. They will learn make a monster or dinosaur out of cardboard and cardboard boxes.



Pupils will colour or decorate our model and make sure the moving parts operate . At the end pupils will evaluate their completed piece by judging how well the monsters or dinosaurs work

Year 2

Summer 2 Curriculum Map

Big Learning Question (Theme):

Why do we love to be beside the seaside?

Links to Our School Values & The British Values?

Pupils will be learning about having **mutual respect** and **tolerance** for those who are from different faiths and have different beliefs and for those without faith by...

- accepting that other people might have different beliefs than ours and they may believe in different religions.
- accepting that We might not always agree with other people, but we try to show respect for their thoughts and feelings.
- giving respect to others and expecting other people to show us respect.

Save The Dates!

Trip to the Bunny Park

[14.07.19](#)

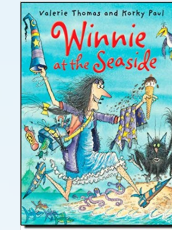
FANTASTIC

The children are going to make sea monsters . They will also share their sea monsters and other projects on

[18.07.19](#)

English

Learning will be based on our Main Text:



Winnie at the seaside
by Valerie Thomas

Writing outcomes:

- Description
- Role play
- Story mapping
- Story writing
- Letters
- poetry
- instructions

Reading:

As well as reading The Lonely Beast pupils will enjoy daily class reader time and increase familiarity with a range of books;

- Discuss the sequence of events in books;
Answer and ask questions;
- Predict what might happen on the basis of what has been read;
- Draw inferences on the basis of what is being said and done; Express
- Express views and opinions about reading
- Discuss the meaning of new words.
- Talk about why a character does or says something.

Maths

Position and direction and Statistics

Pupils will be learning to:



- **Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).**

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the quantity and sorting objects into categories.
- Ask and answer questions about totalling and comparing categorical data.

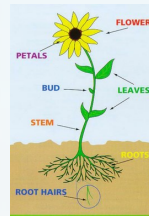
Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year .

Science

How do plants grow?

By the end of this unit, all pupils should be able to:

- Naming parts of plant
- What plants need to survive
- How to keep a plant healthy
- Differences between plants and how they grow
- How a plant spreads its seeds.



Religious Education

Caring for our world

By the end of this unit, pupils will be taught to:

to explore:

- How we define the 'natural world'
- Stages of growth.
- Respond to what is perceived as the divine 'spark'.
- To look at some stories told about the origin of the world.
- The idea of 'charity' as it applies to the environment.

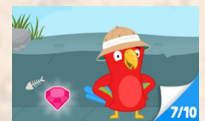


Computing

Unit 12: Functional Thinking

Pupils will be learning about:

- become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- use logical reasoning to predict the behaviour of simple programs; debug simple programs
- recognise common uses of information technology beyond school



PSHE

Relationships and growing up.

Overarching aims of this terms theme:

- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Career** (including enterprise, employability and economic understanding)

During their lessons, pupils will learn how:

- To identify the qualities of a good friend
- To understand and learn the PANTS rules
- To understand that they have the right to say "no" to unwanted touch
- To identify differences between males and females .



PE

PE

Pupils will learn to:

Indoor (Gymnastics)

- To carry and place apparatus.
- To travel safely in different ways.
- To travel at different speeds and levels.
- To make and hold different shapes.
- To link two actions to make a sequence.
- To link two actions with a movement.

Outdoor (Attack and defending skills)

- To think about using space in a team game.
- To mark another player
- To defend the space between players
- To pass a ball to another player
- To get past a defender.
- To use attack and defending skills in a team game.

Music



'Exploring musical instruments'

Pupils will:

- Explore a range of musical instruments and how they are played.
- Categorize instruments based on their sound qualities.
- Compose and perform music based on a particular theme, choosing appropriate instruments.
- Make their own musical instruments and perform together.
- Use relevant musical vocabulary throughout the unit.

Home Learning

Children are expected to read at home every night.

Reading record books will be sent home every **Friday** and are due back in on **Monday**. Please make sure you write a comment in your child's Reading Record after listening to them read.

PE kits must be in school on **Mondays** and will be sent home on **Fridays**.

Please encourage your child to use:

