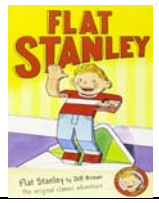
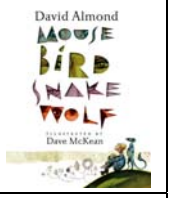
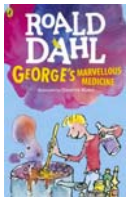
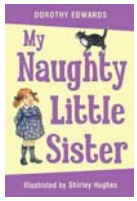
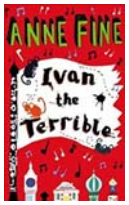
Year Two - Term 6 - Seaside

<table>
<tr><td></td><td colspan="2">Writing Map</td><td colspan="4">Reading Spine</td></tr>
<tr><td rowspan="4">English</td><td>Theme</td><td>Seaside</td><td rowspan="2">
</td><td rowspan="2"> 
</td><td rowspan="2">
</td><td rowspan="2"> 
</td></tr>
<tr><td>Main Text</td><td>The Papaya who Spoke – Pie Corbett</td></tr>
<tr><td>Story plot and focus</td><td>Finding tale
Focus: dialogue</td><td rowspan="2"> 
</td><td rowspan="2"> 
</td><td rowspan="2"> 
</td><td rowspan="2">
</td></tr>
<tr><td>Poetry Unit</td><td>Poem to recite- Undersea Tea by Tony Mitten</td></tr>
<tr><td></td><td>Non-fiction Unit</td><td>Recount
The Seaside</td></tr>
<tr><td>Mathematics</td><td colspan="5">Number within 1000
Measuring capacity, volume and mass
Multiplication and division 3x and 4x</td></tr>
<tr><td>Science</td><td colspan="5">Working scientifically
Links to the statutory programme of study:
• Can they ask simple questions, recognising that they can be answered in different ways?
• Can they observe closely, using simple equipment?
• Can they perform simple tests?
• Can they use their observations and ideas to suggest answers to questions?
• Can they gather and record data to help in answering questions?

Non-statutory notes & guidance:
• Can they observe & identify changes in plant growth throughout the year e.g. in the school garden?
• Can they record the changes that they identify?
• Can they raise questions about & set up a comparative test to find out what plants need to stay healthy?
• Can they set up a comparative test to show that plants need both light and water to remain healthy?

Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 2 those topics are: animals including humans & plants.

This topic requires planning for making observations throughout the school year.

A suggested learning journey re making observations over time is:

Set up observations early on during the school year by showing the children a couple of photos or a You Tube video, illustrating the effects of the passing of time in relation to the focus phenomena e.g. two pictures of the school grounds, one taken during late autumn and the other in late spring. Use these as the basis for a session raising scientific questions to be investigated. With the children's involvement, identify 2 or 3 questions to focus upon to explore further. Designate a display board on which to capture observations over a period of time e.g. throughout the school year. Collect observations, children's drawings and observation notes (e.g. of birds and animals seen) and photographs throughout the year and display these on the display board in sequence. Involve the children in collecting the data/observations relating to the phenomena to investigate, contrast and compare, noting the significant changes. Pull together observations/learning in order to determine what has been found in relation to the children's initial questions. Mini plenaries could be held towards the end of each term noting any significant changes throughout the previous half term and prompting children to wonder about/predict what will happen next.

<u>Plants continued</u>
(The plants that were planted in term 4 will now be partially grown.)
• Can they describe what plants need to survive?
• Can they observe and describe how seeds and bulbs grow into mature plants?
• Can they record and measure the growth of their plants?</td></tr>
</table>

	• Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? • Can they describe what plants need to survive and link it to where they are found? • Can they explain that plants grow and reproduce in different ways?
History	***Possible starting point / stimulus:*** *A selection of seaside postcards past and present* *Pictures/music depicting the rides at a seaside funfair past & present* **<u>Seaside Holidays 1950s/present and (some reference to Victorian times)</u>** • **Can they sequence a set of objects or pictures in chronological order and give reasons for their order?** • **Can they give examples of things that are different in their life from that of**:* their grandparents when they were young?* a long time ago in a specific period of history such as the Victorian times? • **Can they use the words 'past' and 'present' accurately?** • **Can they use a range of appropriate words and phrases to describe the past?** • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they say at least two ways they can find out about the past, for example using books and the internet? **Historical Enquiry** • **Can they research about a popular event that happens in Britain and why it has been happening for some time?** • **Can they compare and contrast an event** from the 1950s with an event in Victorian times and identify what changed e.g. The Great Exhibition: 1851 & The Festival of Britain: 1951 • **Can they raise questions about the differences between life today and in the past?** • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?
Geography	***Possible starting point / stimulus:*** *Seaside postcards* *A bucket and spade + beach mat* *Advertisement poster for Southend* **<u>The Seaside (Southend) A contrasting location in the UK</u>** • **Can they say what they like and don't like about their locality and another locality like the seaside?** • **Can they identify why the clothing worn by people in** London e.g. at Liverpool Street Stn would be different to that found while out walking along the beach? • **Can they point out the North, South, East and West on a map and relate that to using a compass?** • **Can they label a diagram or photograph using some geographical words?** • **Can they find out about a locality by using different sources of evidence?** • **Can they find out about a locality by asking some relevant questions of someone else?** • **Can they describe the key human and physical features of a place, using words like, beach, coast, pier, sand dune?** • Can they find Southend and Canning Town on a map of the UK? • Can they explain what makes a seaside locality special? • Do they know that different seaside localities can be quite different to each other? • Can they find the shortest route to Southend using a road map? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a seaside town might need? • Can they explain why seaside places are popular in the summer? • **Can they devise a simple map** (of Southend) **and use and construct basic symbols?** **Geographical Enquiry** • **Can they say what they like and don't like about their locality and another locality like the seaside?** • **Can they label a diagram or photograph using some geographical words?** • **Can they find out about a locality by using different sources of evidence?** • **Can they raise relevant questions?** • **Can they find out about a locality by asking some relevant questions to someone else?** • Can they make inferences by looking at a weather chart? • Can they make plausible predictions about what the weather may be like in different parts of the world?

e-safety	**Knowledge & understanding** Can they understand the different methods of communication (e.g. email, online forums etc)? Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Do they know that personal information should not be shared online? Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet? **Skills** Can they follow the school's safer internet rules? Can they use the search engines agreed by the school? Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a class? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network
Computing	**Stop Frame Animation** • ICanAnimate • Jelly Cam
Religious Education	**Why do people celebrate festivals?** *or* **What does it mean to say sorry?**
Physical Education	**Acquiring and developing skills** Can they copy and remember actions? Can they repeat and explore actions with control and coordination? **Evaluating and improving** Can they talk about what is different between what they did and what someone else did? Can they say how they could improve? **Health and fitness** Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they explain what their body needs to keep healthy **<u>Dance –The Seaside</u>** • Can they perform body actions with control and co-ordination? • Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling? • Can they link actions? • Can they remember and repeat dance phrases? • Can they perform short dances, showing an understanding of expressive qualities? • Can they describe the mood, feelings and expressive qualities of dance? • Can they describe how dancing affects their body? • Do they know why it is important to be active? • Can they suggest ways they could improve their work? ***Challenge*** • *Can they create, improve and perform more complex dance phrases?* • *Do they perform short dances, linking actions fluently and with control?* • *Can they use dynamic and expressive qualities clearly in their dance?* • *Can they use some simple dance vocabulary to describe and interpret dance?* • *Do they know how particular activities can help them to be healthy?* **Coach-Multi-skills**
Art & Design	**<u>Puppets</u>** Sketch book • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? Textiles • Can they join fabric using glue? • Can they sew fabrics together?
Design & Technology (This is not a design & technology unit. To	**Developing, planning and communicating ideas** Can they identify the features of a successful product? Can they identify a purpose and a target group? Can they think of ideas and plan what to do next?

be taught in art lessons.)	Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words? **Working with tools, equipment, materials and components to make quality products** Can they join things (materials/ components) together in different **Evaluating processes and products** Can they explain what went well with their work? If they did it again, can they explain what they would improve? **<u>Textiles</u>** (see above) • Can they measure textile? • Can they join textiles together to make something? • Can they cut textiles? • Can they explain why they chose a certain textile? (Link with History-Punch and Judy)
Music	**<u>Recorders (Part 4)- rounds and playing in parts</u>** **Performing** •Do they sing and follow the melody (tune)? •Do they sing accurately at a given pitch? •Can they perform simple patterns and accompaniments keeping a steady pulse? •Can they perform with others? •Can they play simple rhythmic patterns on an instrument? •Can they sing/clap a pulse increasing or decreasing in tempo? ***Challenge*** •*Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?* **Composing (including notation)** •Can they order sounds to create a beginning, middle and end? •Can they create music in response to <different starting points>? •Can they choose sounds which create an effect? •Can they use symbols to represent sounds? •Can they make connections between notations and musical sounds? ***Challenge*** •*Can they use simple structures in a piece of music?* •*Do they know that phrases are where we breathe in a song?* **Appraising** •Can they improve their own work? •Can they listen out for particular things when listening to music? ***Challenge*** •*Do they recognise sounds that move by steps and by leaps?*
PHSCE	**e-safety lesson** **<u>Changing Me</u>** **Life cycles in nature** Do they understand that everyone is unique and special? **Growing from young to old** Can they express how they feel when change happens? **The changing me** Can they understand and respect the changes that they see in themselves? **Boys' and girls' bodies** Do they understand and respect the changes that they see in other people? **Assertiveness** Do they know who to ask for help if they are worried about change? **Looking ahead** Are they looking forward to change?
Enrichment	• Educational visit - Southend on Sea • Cultural week - Week 5 or 6 • British Day