

Literacy

In Literacy work children will read and respond to different stories by the same author (Katie Morag stories) before writing some of their own seaside narratives. They will read the text The Tin Forest and carry out role-play/ drama, a diary in the first person and setting description linked to this. Children will complete a unit on Information Texts based on sea creatures and they will use different resources including ICT to do this. Children will also read books from the Lighthouse Keeper's Lunch series and produce writing around this. They will complete a unit of work on poetry- learning, reciting and performing them. They will also complete a range of grammar based and spelling activities too.

Numeracy

Money- 2 weeks

Multiplication and Division- 4 weeks

Statistics- 2 weeks

Fractions- 4 weeks

Assessment- 1 week

Science Everyday Materials-Children will learn to name a wider range of materials and understand that objects are made from different materials to serve a particular purpose. They will carry out fair test investigations into reflectiveness, stretchiness, transparency and absorbency/waterproof. Children will classify materials in different ways. **Living things and their habitats**- Children will compare and explore 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. Children will identify and name a variety of plants and animals in their habitats, including micro-habitats. They will begin to understand the idea of basic food chains.

Seaside Rescue- Year 2

Geography

An Island home- Katie Morag

Through reading the Katie Morag stories in Literacy, children will learn about the fictitious 'Isle of Struay' and the environmental and geographical features of this island (Coll). They will engage with different characters to compare and contrast life on the island to life here. Pupils will look at human and physical landscapes on 'Struay'. They will use atlases and globes to create maps with a key, and plans of the island. They will look at transport on the island and how they would plan a journey to Coll. They will begin to develop geographical questions and be able to express their own views about a place. The unit will tie together the idea of life in a contrasting place with a focus on the seaside.

ICT based on BGfL 365 scheme of work.

Collecting, evaluating and presenting information- Children will use JiT tools to create a topic-based eBook in JiT Mix tool- including a mixture of text, painting and photos within a variety of page layouts.

To sequence simple algorithms and programs- computer science and programming unit. Children will predict, create, modify and investigate route-based programs and sequences in JiT5 Turtle.

PSHE & RSE.

Relationships (whole school) Y2 Diverse Britain
Dreams and Goals (whole school) Year 2 Think Positive

Music

Singing and Percussion.

Reciting Poems and Chanting.

Rhythm and Pitch.

Art and DT.

Sculpture and 3D clay design- explore clay moulding and shaping with hands and tools, create pinch pots, apply skills to design a tile then use design to make tile from clay.

Moving Monsters- To investigate pivots, levers and linkages. Design a moving monster, create linkages, make pneumatic monster.

History-RNLI

Children will develop an understanding of chronology and an ability to ask and answer questions about different sources of information. They will learn about Grace Darling and the very first seaside rescue. The children will also learn about the history of the RNLI and the important work it does. They will learn about why the RNLI is so important to seaside locations and also the beach safety code and the various flags and their meanings. They will learn about lifeboats through the ages and sequence these.

Enterprise

Explore the work of the PDSA, create posters to explain their charity work.

PE -

Gymnastics

Multiskills

Using the Outside

Environment. Creating models of seaside landscapes in shoe boxes outside, sand and water activities etc. Observing animal and plant habitats and micro-habitats in science. Surveying materials around school.

MFL -Holidays in France- Capital city. Introduce some food and drink vocabulary linked to seaside café, ice-cream etc.

RE- Islam Prayer at Home- Key question- Does praying at regular intervals help a Muslim in his/her everyday life?

Christianity- Easter- Resurrection Concept Salvation. How important is it to Christians that Jesus came back to life after the crucifixion?