Year A – Year 2

SUMMER TERM
Under the Sea

SCIENCE – Plants and The Environment

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Identifying and classifying.
- Use observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.
- Identify and describe the basic structure of a variety of common flowering plants including trees.
- 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 find out the ecological challenges that face the modern world.
- To understand how climate change is happening.
- To engage with environmental issues and to understand the simple changes we can make to live more sustainable lives.

HISTORY

- Learn about changes within living memory – The history of the Seaside.
- To learn about significant historical events, people and places (study of Winfarthing).

GEOGRAPHY

Geographical skills and fieldwork

Human and Physical Geography

Use basic geographical vocab to refer to: **Key physical features:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather. **Key human features:** city, town, village, factory, farm, house, office, port, harbour, and shop.

Locational knowledge

- Name and locate the world's seven continents.
- Identify famous explorers.
- Use world maps, atlases, and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

COMPUTING

Twinkl Plan it Computing program and Code for Life – Rapid Router.

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital

content.

Music

- Experiment with, create, select and combine sounds using the inter-related dimensions of music (long/short sounds/growing).

Religious Education

- What difference does prayer make to the lives of Christians and Muslims?

ART & DESIGN

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.
- Beach pictures
- Under the Sea displays

Physical Education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

GetSet4PE program.

- Athletics
- Yoga

DESIGN & TECHNOLOGY

3D Models of sea animals

Cooking and nutrition

- Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.
- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

DESIGN

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology.

MAKE

- Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing).
- Explore and use mechanisms in their structures.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

EVALUATE

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Ongoing Learning Objectives

ICT

- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.