SUBJECT 1:
Geography:

Essentials for this subject

Seaside
- To look at a place and decide if it is a village, town or city
- To know what people do at the seaside
- Explain the physical features of a place (coast, beach, cliffs)
- Use north, south, east and west

Continents and Oceans
- Name and locate the worlds continents and oceans
- Locate the equator and poles
- Identify hot and cold countries

SUBJECT 2:
Science:

Essentials for this subject

Animals and their Habitats
- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited
- Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats
- Describe how animals obtain their food from plants and other animals
- Understand a simple food chain
- Identify and name different sources of food

OUTCOMES
TRIPS / EVENTS / VISITORS / HOOKS

Ruislip Lido trip
Year 2 concert

LINKED READING (BOOKS)

The Lighthouse Keeper series

LINKED WRITING

Diary writing:
Non Chronological report.
Persuasive writing (looking after coastal areas)
Letters, poems
Instructions (making sandcastles and sandwiches)
Adverts (vehicles)
Postcards
Story writing
Poetry

YEAR 2
Summer TERM
Oh I do like to be beside the seaside!

SUBJECT 3:
History:
Essentials for this subject

Seaside
- Use a wide range of artefacts
- Answer questions: What was it like? How long ago?
- Place main events and artefacts on a timeline using dates
- Describe the passing of time using recently, a long time ago...

PSHE / SEAL / SRE

Essentials

PSHE

Health and wellbeing: how we grow and healthy eating

Living in the wider world: special days, where food comes from and fair trade food.

SEAL

Relationships – working through friendship issues and developing good relationships with others

Changes – dealing with change positively and looking at moving on

Art

Respond to ideas and starting points

Explore ideas

Explore different methods and materials

Essentials

Van Gogh

Create colour wheel – Primary and Secondary colours

Add white and black to colours to make different shades

Use some of the ideas of artists studied to create pieces

Religious Education

Essentials

Christianity – The Prodigal Son

Buddhism - Change

PE

*Athletics:

Running: to be able to sprint over a short distance and jog over a longer distance

Throwing: to throw underarm and overarm different objects

Jumping: develop skipping and hoop jumping.

Take part in relay races

*Games: Busy Badminton

To understand the term opponent.

Start to understand the rules of a taught game.

Start to develop an understanding of tactics

*Dance: Seaside

To choose an appropriate movement to communicate a mood, feeling or an idea.

Computing

Essentials

- ➢ To be able to use word processing to amend and save text (space bar, back space, enter, shift, arrows including insert, delete, highlighting text, **B**, U, I)
- ➢ Understanding online risks and the age rules
- ➢ To use DB Primary independently –school related activities
- ➢ Computer coding using Scratch (sequence of simple instructions, add another character or text, select a sound and control when it is heard, duration and volume, control when a drawing appears, specify user inputs to control events and specify a single event on a loop)

Mathematics

Any cross curricular links

Ordering dates and years/understanding the concept of time.

Measuring – DT

Keeping score- PE

3d shapes -Art

Data handling

Directional Language – NSEW

time- sequence of day

Temperature - countries

Music

Essentials

Rain, Rain, Go away!

- ➢ Choose sounds to create an effect.
- ➢ Sequence sounds to create an effect.
- ➢ Create short rhythmic phrases
- ➢ Recognise changes in timbre, dynamics and pitch.

Sounds Interesting.

- ➢ Choose sounds to create an effect.
- ➢ Sequence sounds to create an effect.
- ➢ Create short rhythmic phrases
- ➢ Make and control long and short sounds, using voice and instruments.
- ➢ Imitate changes in pitch.

Design Technology

Essentials

- ➢ Design products that have a clear purpose and an intended user
- ➢ Make products, refining the design as work progresses
- ➢ Explore objects and designs to identify likes and dislikes of the designs
- ➢ Suggest improvements to existing designs
- ➢ Explore how products have been created

Mechanics

- ➢ Create vehicle using wheels

Reminders/Celebrations/Projects

Weekly homework and spelling tests

Year 2 play

Passover

Eid ul Fitr

Sports day

SATs: May

Trip to Ruislip lido