

**MAIN SUBJECT**  
**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 simple food chain
- identify and name different sources of food

**OUTCOMES**

**TRIPS / EVENTS / VISITORS / HOOKS**

Ryslip Lido trip  
Year 2 concert

**LINKED READING (BOOKS)**

The Lighthouse Keepers Lunch 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 and Riddles

**YEAR 2**

**Summer TERM**

Oh I do like to be beside the  
seaside!



**SUBJECT 3:**

**History:**

**Essentials for this subject**

**Seaside**

- Use a wider 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

Healthy bodies and personal hygiene

Families

#### 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 to colours to make tints

Add black to colours to make tones

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 (quoits, small and large balls, and beanbags)

Aim at a target

Jumping: develop skipping and hoop jumping.

Take part in relay races - understanding the rules.

### \*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

Eid ul Fitr

Sports day