






Beside the Seaside

Year: 2

Term: Summer Term 1

Tier 1 (known words)	Tier 2 (Sentence and visual)	Tier 3 (Specialist words)
<div>Donkey Ride</div> <div>Ice cream</div> <div>Stick of rock</div> <div>Sandcastle</div> <div>Bucket and spade</div> <div>Rock pool</div> <div>Costume</div> <div>Sun cream</div> <div>Sun hats</div> <div>Toilets</div> <div>Sunbathing</div> <div>Cameras</div> <div>Trains</div> <div>Seaside</div> <div>Beach</div>	<div>Promenade: A wide path for walking on, typically along the seafront at a resort.</div> <div></div> <div>Punch and Judy: A traditional puppet show in which the main character, Punch, fights with his wife Judy.</div> <div></div> <div>Souvenirs: An item kept as a reminder of a person, place or event.</div> <div></div>	<div>Hokey Pokey</div> <div>Penny Lick</div> <div>Penny Farthing</div> <div>Moving pictures</div> <div>Resorts</div> <div>Bathing machine</div>



English (Objectives)

Reading:

- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. shoulder, roundabout, grouping.
- Read longer and less familiar texts independently.
- Listen to a range of texts at a level beyond that at which they can read independently including stories.
- Sequence and discuss the main events in stories.
- Introduce and discuss key vocabulary within the context of a text.
- Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.
- Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?
- Give opinions and support with reasons e.g. Was Goldilocks a good or bad character?

Writing:

- Use subordination for time, e.g. when, while, as, before, after.
- Use subordination for reason, e.g. because, if, unless.
- Use the suffix –ly to turn adjectives into adverbs e.g. slowly, gently, carefully.
- Select, generate and effectively use adjectives.
- Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.
- Use specific text type features to write for a range of audiences and purposes e.g. entertain.
- Write about fictional events.
- Evaluate their writing with adults and peers.
- Proofread to check for errors in spelling, grammar and punctuation.

R.E (unit) - Lancashire Agreed Syllabus

Christianity- Church

What unites the Christian community?

Maths (Red Rose Maths)

Week 1— Number and place value

Week 2— Addition and subtraction

Week 3— Capacity and volume/measures

Week 4—Money

Week 5— SATS/re-visiting previous learning

Week 6— SATS/re-visiting previous learning

Science (Objectives) – Materials

Knowledge:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Skills:

Questioning: asking simple questions and recognizing that they can be answered in different ways

Planning: Performing simple tests

Measuring: Observing closely, using simple equipment

Recording: Gathering and recording data to help in answering questions, identifying and classifying

Concluding: Using their observations and ideas to suggest answers to questions

Humanities (History)

Communication

- Choose and use parts of stories and other sources to show understanding
- Annotate photographs
- Use historical concepts such as now/then and same/different when making simple connections noting contrasts

Chronology

Place 3 or 4 events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years).

- Uses additional words and phrases such as before, now, after, later, a long time ago
- Recognise that their own lives are similar/different from the lives of people in the past

Enquiry. Interpretation and using sources

- Uses a source to answer simple questions about the past
- Uses a source to ask questions e.g. why, what, who, how, where?
- Begins to assess the effectiveness of sources
- Consider why things may change over time
- Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?

Events, people and changes

- To describe and discuss events beyond living memory (Seaside— Victorian Era)

Arts

DT

Textiles

- Cut out shapes which have been created by drawing round a template onto the fabric.
- Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape.
- Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons.
- Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.

Evaluation of existing products

- Explore existing products and investigate how they have been made.
- Decide how existing products do/do not achieve their purpose.
- Talk about their design as they develop and identify good and bad points.
- Note changes made during the making process as annotation to plans/drawings.

Design

- Use pictures and words to convey what they want to design/make.
- Propose more than one idea for their product.
- Select pictures to help develop ideas.
- Use drawings to record ideas as they are developed.
- Talk about their design as they develop and identify good and bad points.
- Note changes made during the making process as annotation to plans/drawings.
- Add notes to drawings to help explanations.
- Describe their models and drawings of ideas and intentions.

Make

- Discuss their work as it progresses.
- Select materials from a limited range that will meet the design criteria.
- Select and name the tools needed to work the materials.
- Explain what they are making.
- Explain which materials they are using and why.
- Name the tools they are using.
- Describe what they need to do next.

Evaluate

- Say what they like and do not like about items they have made and attempt to say why.
- Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.

Music (Unit)- Sing Up

Songs- Tańczymy labada

- Listen and match the beat of others and recorded music, adapting speed accordingly.
- Demonstrate an internalised sense of pulse through singing games.
- Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.
- Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.
- Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.

Computing (Teach Computing SOW)

Creating Media- Making Music

Health

PSHE (Unit- Belonging to a community)

- about the things they have in common with their friends, classmates, and other people
- how friends can have both similarities and differences
- about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups
- about different rights and responsibilities that they have in school and the wider community
- about how a community can help people from different groups to feel included
- to recognise that they are all equal, and ways in which they are the same and different to others in their community

P.E (Unit)

Athletics/Games