

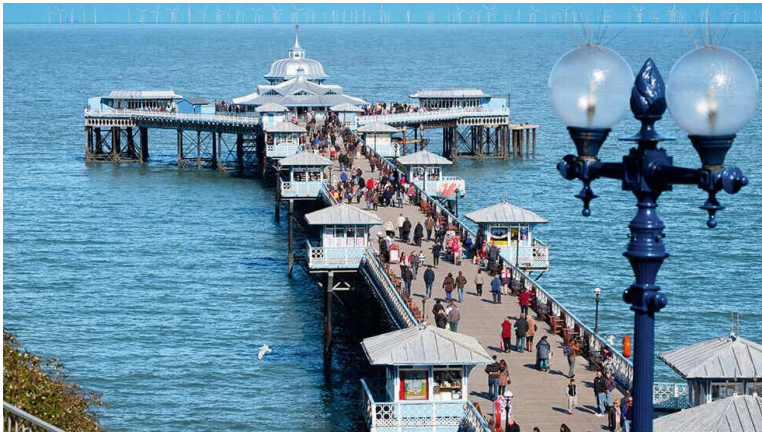




# Buckets and Spades

Year: 2

Term: Summer Term 2

Tier 1 (known words)	Tier 2 (Sentence and visual)	Tier 3 (Specialist words)
<p>Beach</p> <p>Sand</p> <p>Weather</p> <p>Season</p> <p>Sea</p> <p>Ocean</p> <p>Waves</p> <p>Pebbles</p>	<p>Rockpool: A pool of water amongst rocks on the beach.</p>  <p>Lighthouse: A tower holding a light to guide or warn ships at sea.</p>  <p>Pier: A platform going from the shore to the sea.</p> 	<p>Coast</p> <p>Sand dune</p> <p>Shore</p> <p>Bay</p> <p>Tide</p> <p>Cliff</p> <p>Tide</p> <p>Harbour</p> <p>Port</p>



### English (Objectives)

#### Reading:

- Recognise use of repetitive language within a text or poem.
- 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 predictions using evidence from the text.
- Make inferences about characters and events using evidence from the text, Identify, discuss and collect favorite words and phrases.
- Recognise use of repetitive language within a text or poem.
- Make personal reading choices and explain reasons for choices.
- Make contributions in whole class and group discussion.
- Listen and respond to contributions from others.
- Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.
- Discuss how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.

#### Writing:

- Use commas to separate items in a list.
- Select, generate and effectively use adjectives.
- Add suffixes -ful or -less to create adjectives, e.g. playful, careful, careless, hopeless.
- Use suffixes -er and -est to create adjectives, e.g. faster, fastest, smaller, smallest.
- Evaluate their writing with adults and peers.
- Use the suffix -ly to turn adjectives into adverbs, e.g. slowly, gently, carefully.
- Say, write and punctuate simple and compound sentences using the joining words and, but and or.
- Use subordination for reason e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.
- Use subordination for time e.g. When we had finished our writing, we went out to play. We went out to play when we had finished our writing.
- Plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas.
- Use specific text type features to write for a range of audiences and purposes e.g. to explain.

### R.E (unit) - Lancashire Agreed Syllabus

#### Judaism

Focus question: What aspects of life really matter?

### Maths (Red Rose Maths)

Week 1— Mental addition and subtraction

Week 2— Multiplication and division

Week 3— Time, position and direction

Week 4—Statistics and calculation

Week 5— Measurement

Week 6/7- Revisiting key concepts

### Science (Objectives) – Plants

#### Knowledge:

- 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 grow and stay healthy.

#### 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 (Geography)

#### Locational and place knowledge

- Name and locate significant places in their locality, the UK and the wider world (Blackpool)

#### Human and Physical Geography

- Describe places and features using simple geographical vocabulary.
- Make observations about features that give places their character e.g. Blackpool tower

#### Geographical skills: Enquiry and Investigation

- Ask and answer simple geographical questions when investigating different places and environments.
- Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments

#### Mapping

**Direction/location:** Follow directions (NSEW)

**Using maps:** Use an infant atlas to locate places

### Arts: Art

#### Exploring and developing ideas

- Record and explore ideas from first hand observations.
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
- Ask and answer questions about the starting points for their work.
- Develop their ideas – try things out, change their minds.

#### Collage

- Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc.
- Arrange and glue materials to different backgrounds.
- Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers.
- Work on different scales.
- Colour: collect, sort, name match colours appropriate for an image.
- Shape: create and arrange shapes appropriately.
- Texture: create, select and use textured paper for an image.

#### Evaluating

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

### Music (Unit)- Sing Up

**Songs-** The Rockpool Rock

**Composing-** Cat and Mouse

### Computing (NCCE Unit)

Programming B- An introduction to quizzes

### Health

### PSHE (Unit- Money and Work)

- about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments
- how money can be kept and looked after
- about getting, keeping and spending money
- that people are paid money for the job they do
- how to recognise the difference between needs and wants
- how people make choices about spending money, including thinking about needs and wants

### P.E (Unit)

Athletics and Target OAA/Games