

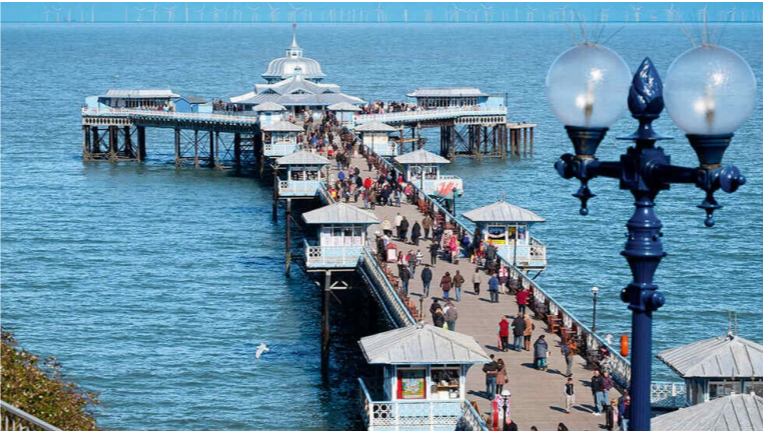




Buckets and Spades

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— Fractions

Week 2— Maths assessments

Week 3— Time, position and direction

Week 4—Shape

Week 5— Mental addition and subtraction

Week 6/7— Multiplication and division/statistics

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

Charlie Chaplin– Composing

Tanczmy Labada– Singing/moving to music

Computing (NCCE Unit)

Programming B- An introduction to quizzes

Health

PSHE

- Transition from year 2 to 3
- Concept of privacy and it's not always right to keep secrets if it makes them feel uncomfortable or worried
- Appropriate and inappropriate physical contact
- How to ask for help if they feel unsafe and vocabulary to use
- Different forms of money: coins, notes, cards, digital
- People are paid for the jobs they do

P.E (Unit)

Athletics and Target OAA/Games