

Y2 Term 6

English	Recounts -trip -letter The Day the Crayons Quit Seaside poetry	Maths	Capacity, Volume and Temperature
Science: Plants			
NC objectives from curriculum progression Children will be taught to: <u>Scientific Knowledge</u> *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. <u>Scientific Enquiry Skills</u> *ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other. *suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes. *conduct a simple test, e.g. setting up comparative tests to show that plants need water and light. *examine carefully, e.g. using a hand lens. *draw and label diagrams, e.g. recording plants changing over time, starting from seed or bulb. *collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed. *identify and group key outcomes from an enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms. *answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications. <u>Non-statutory guidance</u> <i>Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.</i> <u>Pupils might work scientifically by:</u> <i>-observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</i>			
History/Geography: Oh I do like to be beside the seaside			
Children will (be taught to): NC objectives from curriculum progressions <u>Historical Knowledge</u> *learn about the development of the RNLI *sequence the history of Dreamland on a timeline *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past, century, Victorian, 1950s, 1960s etc <u>Historical Concepts</u> *identify similarities and differences between Margate as a Victorian seaside resort and today *identify cause and effect, for example, why Margate lost popularity as a holiday destination and the impact this had on Dreamland; why the RNLI was founded and its impact on safety at sea <u>Historical Enquiry</u> *ask and answer questions about the past and identify how best to answer them *use and evaluate a range of sources: photographs, eyewitness accounts, posters, buildings and statues, secondary sources <u>Geographical Knowledge</u>			

- *name and locate the four countries of the UK and the surrounding seas/oceans
- *develop knowledge of the human and physical geography of a small area of the United Kingdom

Geographical Understanding

- *use basic geographical vocabulary to refer to:
- key local physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key local human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Enquiry

- *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- *use simple fieldwork and observational skills to study the geography of the local coastal environment.

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
	Data collection for fieldwork	Geography fieldwork: What kind of a place is Margate?
Art/DT: Art – Seascapes (JMW Turner/Watercolour Painting)		
Children will: Appreciate and Gain Knowledge *learn about JMW Turner, his connections to East Kent and the inspiration for his work *describe the properties of watercolour paint and techniques that can be used Research and Design *view and discuss Turner paintings of Margate, making sketches *make sketches for a watercolour painting from photographs of modern Margate Experiment and Create *experiment with watercolour paints, creating different tones and depth of colour – create a spectrum chart for a chosen colour *produce a watercolour painting based on a photograph of Margate Evaluate *express and justify opinions of seascapes by JMW Turner * evaluate paintings produced (their own paintings and those of other children)		
ICT: We are games testers: explore how computer games work using Light Bot, The Foos and Kodeable on iPads or Chromebooks		
Children will be taught: Computer Science *to explain what a program will do under given circumstances based on logical reasoning. *to explain why a program does what it does. *that common sequences of instructions or sets of rules can be thought of as algorithms – children draw a monster and then direct a partner to draw it. *to create programs as sequences of instructions when programming on screen, using Light Bot (prepared sprites). *to debug any errors in their own code. Digital Literacy *that they should observe age restrictions on computer games – The Adventures of Kara Winston and the Smart Crew E-safety – Online Bullying (Project Evolve)		
PSHE: Being Friends		
Children will be taught: R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help		
PE		
Indoor PE		

Real PE (Multi-Ability Focus: Health and Fitness)

Outdoor PE

Outdoor Athletics; Outdoor and Adventurous (Multi-Ability Focus: Health and Fitness)

**use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right*

Music

Music Express: Exploring timbre, tempo and dynamics

Seaside songs

RE: How can we learn from sacred books?

This unit will enable children to:

*re-tell stories from the Christian Bible and stories from Islam; suggest the meaning of these stories (A2).

*make links between the messages within sacred texts and the way people live (A2).

*recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).

*ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).

*talk about issues of good and bad, right and wrong arising from the stories (C3).

*suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).