

**Big Question:** Do you like to be beside the seaside?

<b>Year: 2</b>		<b>Term: Summer 1</b>
<p><b>Introduction to the topic:</b>                  During the pre-learning challenge, introduce the children to the topic title for this half term: 'Do you like to be beside the seaside?' and explain how it fits in with the whole school topic of 'Travelling and Explorers'. Ask them to name any holidays that they have been on and get them to describe how they got there and what they did. Ask if they know anything about holidays in the past? Explain that holidays are quite a new idea for most people; they have only really happened in the last 150 years or so. Explain that as people earned more money and modes of transport (e.g. trains and aeroplanes) were invented that could help people to travel further more quickly, then days out to the seaside became popular and then flying abroad for holidays took off. How have the types of holiday we go on, and the way we travel to go on holiday, changed over the past 150 years? Model an idea on the board before the children complete their pre-learning challenge.</p>		
<b>English</b>	<b>Maths</b>	<b>History and Geography</b>
Travellers and Explorers  Using the following texts to stimulate creative writing: <i>Gregory Cool</i> by Caroline Binch and <i>Space Tortoise</i> by Ross Montgomery	2D Shapes 3D Shapes Fractions	Look at how holidays have changed over the years, with a particular focus on beach holidays.  Map work related to beaches and where the most popular beaches are situated in the UK. Look at how the weather impacts when we go on holiday. Using basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast etc.
<b>Art and Design</b>	<b>Design and Technology</b>	<b>PSHE and Citizenship</b>
Kapow Scheme of Work  <i>Sculpture and 3D</i>  Clay Houses	Kapow Scheme of Work  <i>Food Technology: Nutrition</i>  A Balanced Diet	Jigsaw Scheme of Work  Relationships
<b>Science</b>	<b>RE</b>	<b>Computing</b>
<b>Plants</b>  -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.	<b>2022 Newham Agreed Syllabus</b>  <i>What can we learn from special stories?</i>  How does special food and fasting help people in their faith?	NCCE Scheme of Work  <i>Creating Media</i>  Digital Music
<b>PE</b>	<b>Music</b>	<b>Spanish</b>
Complete PE Scheme of Work  Sports' Day	Music Express Year 2  Music about Travelling	Food  El bocadillo (the sandwich): mini role-play.
<p><b>Links to the National Curriculum (what must be covered) and assessment descriptors:</b></p>		
<p><b>English</b>                  Pupils should be taught to:</p>		

- Discussing the sequence of events in books and how items of information are related
- Making inferences on the basis of what is being said and done
- Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions
- Predicting what might happen on the basis of what has been read so far
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly . Uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs> e.g. suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant (see left) and to exception words ending in -y: e.g. merriment, happiness, plentiful, penniless, happily
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary
- Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
- Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Learn how to use: sentences with different forms: statement, question, exclamation, command
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).

<p>Working Towards I can talk about my ideas and begin to construct simple sentences when retelling a story</p>	<p>Expected I can retell a story in full sentences, using noun phrases to add description and a range of sentence types</p>	<p>Greater Depth I can retell a story using a range of conjunctions, expanded noun phrases, past tense verbs and a range of sentence types.</p>
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**Maths**  
**2D and 3D Shapes**  
 To recognise four basic 3-D solid shapes: spheres, cubes, cuboids and pyramids.  
 To recognise 2-D shapes in the everyday environment.  
 To be able to group shapes using different criteria.  
 To make patterns using common 2-D shapes.

**Fractions**  
 To make equal parts from a whole using simple and complex methods.  
 To show and recognise halves and quarters.  
 To show and identify more than one quarter using materials and pictures.  
 To show and identify thirds in shapes; to use the vocabulary 'numerator' and 'denominator' when referring to fractions.  
 To identify and name fractions by looking at the number of pieces and how many are shaded in.  
 To recognise equivalent fractions in quarters, thirds and halves.  
 To compare and order similar fractions by looking at the size of the pieces shaded.  
 To compare and order fractions with different denominators.  
 To count the number of wholes and parts to form mixed numbers.  
 To count in halves and place halves onto a number line using pictures.  
 To count in quarters and place quarters onto a number line using pictures.  
 To count in thirds and place thirds onto a number line using pictures.  
 To find fractions (half) of whole numbers.  
 To find a fraction (third) of a whole number.  
 To find a fraction (quarter) of a number.  
 To find a fraction (half, third, quarter) of a quantity (length).

**Geography and History**  
**History**  
 Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

## Geography

### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom.
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, etc.

<p><b>Working towards</b></p> <p>With support, I can use photographs to <b>identify</b> basic human and physical features and <b>use basic geographical vocabulary</b>.</p>	<p><b>Expected</b></p> <p>I can use photographs and maps to <b>identify</b> basic human and physical features and <b>use key geographical vocabulary</b>.</p>	<p><b>Greater depth</b></p> <p>I can use photographs and maps to <b>identify</b> key human and physical features and <b>use a range of geographical vocabulary</b> correctly.</p>
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## Art and Design

This unit focuses on teaching pupils to shape and decorate clay, create a pinch pot, design and make a clay tile with house features. It emphasises practical skills in working with clay and applying artistic techniques in a structured project.

<p><b>Working towards</b></p> <p>I can experiment with shaping clay in different ways, using different tools.</p>	<p><b>Expected</b></p> <p>I can create a clay tile using my knowledge of how to work best with clay (scoring, using slip etc.).</p>	<p><b>Greater depth</b></p> <p>I know that an artist who works with clay is called a ceramic artist and I can give an opinion on artist Rachel Whiteread's sculptures.</p>
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## Design and Technology

Discovering the importance of a balanced diet and creating a tasty, balanced wrap to meet a design brief.

<p><b>Working towards</b></p> <p>I can prepare food in a variety of different ways (snipping, spreading grating etc.), using different tools, with support.</p>	<p><b>Expected</b></p> <p>I can design and make a tasty, balanced wrap and prepare the ingredients in a variety of different ways (snipping, spreading grating etc.), using different tools.</p>	<p><b>Greater depth</b></p> <p>I can explain the reasons behind my choices for which ingredients are included in my wrap and relate them to taste and health reasons.</p>
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## PSHE and Citizenship and Emotional Literacy/Social Skills

- I can identify the different members of my family, understand my relationship with each; of them and know why it is important to share and cooperate. I **accept that everyone's family is different and understand that most people value their family.**
- I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I **know which types of physical contact I like and don't like and can talk about this.**
- I can identify some of the things that cause conflict with my friends. I **can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.**
- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I **know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.**
- I recognise and appreciate people who can help me in my family, my school and my community. I **understand how it feels to trust someone.**
- I can express my appreciation for the people in my special relationships. I **am comfortable accepting appreciation from others.**

<p><b>Working Towards</b></p> <p>I can give an example of something that causes conflict between me and my friends.</p> <p>I can say how we could settle this conflict using the positive problem-solving technique.</p>	<p><b>Expected</b></p> <p>I can identify some of the things that cause conflict between me and my friends.</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p>	<p><b>Greater Depth</b></p> <p>I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise.</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve these conflicts and consider how effective it might be.</p>
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## Science

- I have observed how seeds and bulbs grow into mature plants.
- I can describe how seeds and bulbs grow into mature plants.

- I can describe how plants need water, light and a suitable temperature to grow and stay healthy.

Working Towards	Expected	Greater Depth
I can ask questions about plants. I can use data to describe what a plant needs to grow. I can name vegetable plants, herbs and flowers. I can describe how a seed germinates.	I can describe how a seed germinates. I can use measurements to prove how a plant should be grown. I can explain what would happen if a plant did not have water or light.	I can describe how a seed germinates. I can use data and experience from growing seeds to explain how to improve the growth of a plant.

**RE**  
Pupils should be taught about special food eaten at special festivals in religions as well as times when people choose not to eat to remember or commemorate a special story or idea in a religion.

Working towards	Expected	Greater depth
I can <b>explain</b> what fasting is and whether I would fast.	I can <b>explain</b> what fasting is and why it is important to believers. I can <b>give my opinion</b> about fasting and whether I would do it.	I can <b>explain</b> why people fast and why it is important to believers. I can <b>justify my opinion</b> about what I think of fasting.

**Computing**  
Pupils will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.

Working towards	Expected	Greater depth
I can talk about the differences between creating music on a computer compared to working away from a computer.	I can create music digitally and edit and improve it.	I can justify the choices I have made when creating my music digitally and when editing it.

**PE**  
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Working towards	Expected	Greater depth
I can participate in different events with some success and understanding.	I can participate in different events well with an understanding of the rules and techniques.	I can participate and lead in challenging, competitive situations with skill.

**Music**  
Music Express Year 2 Travel unit.  
Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will also learn to play the recorder. They will experiment with, create, select and combine sounds using the inter-related dimensions of music.

Working towards	Expected	Expected
I can identify a beat and join in.	I can make sounds that reflect a topic. I can make and change sounds on an instrument.	I can play tuned and untuned instruments musically.

**Spanish**  
Pupils will be learning about food, focusing on a special type of Spanish sandwich – El bocadillo. The pupils will learn how to roleplay asking for the sandwich of their choice.

Working towards	Expected	Expected
I can listen and recognise some vocabulary I can repeat some vocabulary I can Join in with some actions in songs, stories and rhymes	I can listen and recognise most of vocabulary encountered and some simple sentences I can recognise a familiar question and respond I can join in with actions of songs, stories and rhymes and say some words	I can produce a simple sentence I can identify rhyming words or sounds in a song or rhyme I can say a rhyme or sing a song from memory

**Educational Visits and Visitors**

- Southend – experiencing visiting a beach.
- Stratford Olympic Park
- Places of worship to ask religious leaders to ask how food and fasting helps them in their faith.

**Sequence of Key skills/objectives/context (Key teaching points)**

- Look at a picture of a seaside scene from the Victorian seaside holiday – the children say what they can see, what they think it means and list the questions it makes them wonder about.
- Look at how changes in transport and jobs meant that people could go on a holiday. Talk about why people want to go on holiday.
- Look at the geography of the seaside – human and physical.
- Look at local seaside resorts (e.g. Southend or Brighton) and at other sites in the UK – map these and relate them to previous learning about the UK).
- Look at what the Victorians wore and did at the seaside. Compare with today. Complete a table and or Venn diagram.
- Create a survey of favourite beach activities and look at results of most and least popular.
- Write a postcard pretending to be on a Victorian holiday.
- Look at how to stay safe on a beach holiday.

**Key Vocabulary**

<b>Geography</b> Barnacle Bathing suit Bay Beach Bucket and spade Caravan Cliff Coast Cove	Dock Dune Ebb Fairground Flow Gull Harbour High tide Human Ice-cream Island	Jellyfish Lifeguard Life jacket Lighthouse Location Lollipop Low tide Marina Natural Ocean Pier	Physical Quay Relax Rest Rockpool Salt water Sand Sandcastle Sand dune Sea Seashore	Shell Shingle Shore Sunburn Sunglasses Suntan Surf Swim United Kingdom Waves Wharf
<b>History</b> Amusement Arcade Bandstand Bathing hut Bathing machine Carousel	Charabanc Coast Holiday Luggage Penny lick Promenade	Punch and Judy Puppet show Queen Victoria Resort	Seaside town Souvenir Steam train Tourist Transport Victorians	
<b>PSHE</b> Acceptable Adult Appreciate Celebrate Communication Compliments Conflict Cooperate	Different Dislike Family Friends Frightened Good secret Happy Honesty	Hugs Important Like Likes/dislikes Negative Not acceptable Physical contact Point of view	Positive Positive problem solving Relationship Reliability Sad Secret Similarities	Special Surprise Surprised Telling Touch Trust Trustworthy Worry secret

**Additional Information**

**Evidence in the books and on display:**

- Display key vocabulary:
  - Words associated with geographical features, e.g. seaside, sand, cliff, beach, shingle.
  - Everyday words associated with the seaside, e.g. windbreak, picnic, sun hat, suncream, sunglasses, flip-flops, souvenirs, bucket, spade, sandals, luggage, swimsuit, sandcastle.
  - Period-specific seaside vocabulary, e.g. steam boat, Punch and Judy show, amusement arcade, steam train, pier.
  - Time-related vocabulary, e.g. when your parents/carers/grandparents were young, long ago, after the war, 1960s, recent, modern, older, oldest.

- Display pictures or photographs of seaside holidays in the past (from different time periods) and a map showing seaside resorts.
- Display artefacts and souvenirs from seaside holidays in the past (e.g. a penny lick).
- Display a holiday time line.
- In the books, the children will have looked at pictures and artefacts from beach holidays and labelled similarities and differences.
- In books, the children will have written about holidays in the past using words relating to the passing of time.
- The children will have completed a comparison of holidays in the past and holidays today.
- The children will be able to imagine what it was like to go on a beach holiday in the Victorian times.
- The children will be able to sort geographical features into human and physical.
- The children will be able to name their local seaside resort.

**Outcomes:**

- The children will be able to use words connected with the passing of time
- They will have handled and drawn objects from past times, and asked and answered questions about them to find out about the past.
- The children will develop an understanding of chronology and an ability to ask and answer questions about different sources of information.
- The children will be able to compare time periods and make inferences from sources of information.
- They will be able to order objects correctly in chronological sequence; recognise some similarities and differences between holidays now and in the past; collect information about the past by asking questions of people who were alive before they were born, and from objects and pictures.
- They will be able to use geographical words.

**Helpful Websites**

<https://www.bbc.co.uk/ideas/videos/why-do-we-like-to-be-beside-the-seaside/p07qfi3b>  
<https://www.bbc.co.uk/teach/school-radio/audio-stories-victorian-seaside/zfxjkmn>  
[https://school-learningzone.co.uk/key\\_stage\\_one/ks1\\_geography/the\\_seaside/the\\_seaside.html](https://school-learningzone.co.uk/key_stage_one/ks1_geography/the_seaside/the_seaside.html)

**Strategies for EAL learners and SEN:**

Useful links:

- <https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>
- <https://bingobaker.com/>
- <https://quizlet.com/en-gb>
- <https://www.macmillandictionary.com/>

**SMSC**

<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<p>-Awe and wonder at the beauty of the world and how much of it there is to discover.</p> <p>-Understanding how important rest, recuperation and time in nature is for wellbeing.</p>	<p>-When we visit places, what are our moral obligations in terms of looking after that place?</p>	<p>-How does the way we interact with our families and friends on holiday increase our social bonds?</p>	<p>-Do people from different cultures holiday in different ways?</p>

**FUNDAMENTAL BRITISH VALUES**

<p style="text-align: center;"><b>Democracy</b></p> <p>-Opportunities for class votes on our favourite beach holiday activity.</p>	<p style="text-align: center;"><b>Individual Liberty</b></p> <p>-Understanding that different people will like different types of holiday and that we do not have to agree on which type of holiday is best.</p>	<p style="text-align: center;"><b>Tolerance and Mutual Respect</b></p> <p>-Being respectful of people's choices about where they want to go on holiday.</p> <p>-Understanding the importance of respecting the place that we are visiting.</p>	<p style="text-align: center;"><b>Rule of Law</b></p> <p>-Understanding that different countries may have different rules than in the UK.</p> <p>-Understanding the country code.</p> <p>-Understanding rules about cleaning up after yourself at the beach.</p> <p>-Knowing how to stay safe on a beach holiday by following the rules (e.g. what the flags on the beach mean).</p>
<p><b>Links to Rights Respecting Schools</b></p>			
<p><b>Article 12</b> – Every child has the right to express their views, feelings and wishes in all matters.</p>			
<p><b>Article 29</b> – Education must develop every child's talents, abilities and personality.</p>			
<p><b>Links to Safeguarding</b></p>			
<ul style="list-style-type: none"> <li>• How to stay safe at the beach (water safety and stranger danger).</li> </ul>			
<p><b>Celebrating Heritage</b></p>			
<ul style="list-style-type: none"> <li>• History of holidays in the UK.</li> </ul>			