

Year 2 Spring 2: Oh I Do Like To Be Beside The Seaside

Curriculum connections

English

- 2 **Writing:** Explore the adventures of Traction Man and Scrubbing Brush as they defeat an evil monster. Develop an understanding of the language used within descriptive writing. Explore a range of punctuation and apply it within narrative writing. Apply the correct spelling of common exception words. Write an explanation text.
- 2 **Reading:** Read a wide range of fiction and non-fiction texts.
- 2 Refine comprehension responses for vocabulary, retrieval, inference and summary questions.



Maths

- 2 Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Consolidate number fluency of the four operations, choosing between appropriate written or mental strategies. Solve subtraction and addition word problems.
- 2 Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Choose and use standard units to estimate and measure length/height (m/cm) in any direction to the nearest appropriate unit, using rulers.

Geography

- 2 Use aerial photographs, maps, atlases and globes. Develop knowledge about the world, the United Kingdom and their locality. Develop knowledge about the four constituent nations of the UK, capital cities and the seas.
- 2 Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Art

- 2 Look at the work of Mary Cassatt as a stimulus for a seaside portrait. Use a range of mark making materials and think of different marks that could be made to create a portrait. Identify ways artists represent themselves and suggest reasons. Know how tints and tones relate to a portrait. Use close observation skills and paint techniques to make a portrait with a beach theme.



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Science

1

Plants:

Describe what a seed needs to grow.
Explore the different factors that affect plant growth.
Use scientific vocabulary.
Know factors that contribute to a healthy plant.
Record a series of observations using labelled drawings and photographs in diaries.
Use existing knowledge and observations to make predictions at the start and during investigations.
Make and compare close observations and interpret the changes.

2

RE

1

Easter:

Learn about the Easter story.
Understand Christian beliefs about Easter and Good Friday.
Begin to discuss rebirth and death in relation to the story of Easter.
Recall and explain own experiences.

1

Computing

Algorithms and debugging:

Identify problems with code using both 'unplugged' and 'plugged' systems.
Diagnose and correct errors in an algorithm - a process known as 'debugging'.

PE

1

Gymnastics:

Jump in a variety of ways and land with increasing control.
Explore concept of high and low movements.

Games:

Perform basic skills of rolling, striking and kicking with confidence.

2

Music

Music appreciation delivered through music assemblies.

1

PSHE

Healthy Me:

Understand how to maintain a healthy lifestyle including food and exercise choices.

2

Understand how medicines work with our bodies and why it is important to use them safely.

2

1

Spanish

En la playa.

Learn some beach words.
Hear Spanish children talking at the beach.
Learn some activities to do at the beach.
Revise and role-play vocabulary and learn a new expression: 'De nada' (your welcome).

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Supporting children after school closure

This half term, the content in the curriculum map will be delivered through face-to-face lessons and/or remote learning on the Google Classroom, depending on pupil circumstance.

A priority will be to re-establish relationships, routines and expectations and to encourage strong behaviour for learning. Structured sessions will be delivered, through the teaching of PSHE using the JIGSAW curriculum and circle times, to acknowledge pupils' experiences during school closure, address possible concerns and support the rebuilding of relationships and social engagement.

Effective assessment for learning will ensure pupils make accelerated progress, particularly the most disadvantaged, and we will continue to build on our successes through the National Tutoring Programme (NTP). This programme provides additional support to schools to help pupils whose education has been most affected by school closures and to provide a longer-term contribution to pupil's overall attainment.