Lindisfarne Class Overview – Summer Term 2020

Year 2 Topic: SEASIDE

Subject	What we will learn
English NC links: **Writing** – Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) and writing for different purposes. Consider what they are going to write before beginning by: • Encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: • Re-reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently. • Proof-reading to check for errors in spelling, grammar and punctuation. Learn how to use: • The present and past tenses correctly and consistently, including the progressive form. • Subordination (using when, if, that or because) and coordination (using or, and or but). • Understand how nouns can be formed using suffixes such as –ness and -er and by compounding. **Reading Comprehension** Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to discussing and expressing views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Recognising simple recurring literary language in stories and poetry. • Build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Checking that the text makes sense to them as they read and correcting inaccurate reading. • Making inferences on the basis of what is being said and done. • Predicting what might happen on the basis of what has been read so far. **Spelling** - spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learning to spell common exception words. Learning to spell more words with contracted forms. Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	**Writing** Some of our key texts this half term are: 'The Colour Monster' by Anna Llenas, 'The Day the Crayons Quit' by Drew Daywalt, 'Storm Whale' by Benji Davies and 'Not Quite Narwhal' by Jessie Sima. Using the texts children will: • Identify their favourite words and phrases within the focus text. • Write a character description. • Create a bank of similes to refer to and use in their writing. • Write using coordinating and subordinating conjunctions. • Write a narrative from the perspective of 'The Colour Monster'. • Write a letter of complaint. • Create posters and letters urging others to reduce, reuse and recycle. • Write poems with a sea theme. • Describe different habitats, coastal features and animals (Science and Geography). • Write a comparison of seaside holidays now and in the past. • Write about their own personal experiences for a time capsule. **Spellings** Children will have weekly spellings linked with the sounds they are covering, tricky words they need to know off-by-heart and interesting vocabulary connected to the text they are studying each week. In addition, they will also have sessions to develop their grammar and handwriting skills. Our spelling check will be on a Friday. Please check Lindisfarne class page on the school website and google classroom for spelling lists and resources for each week. **Reading** We will be listening to and retelling stories that have a seaside theme. The children will also be using texts in guided reading sessions to enrich their literacy skills and understanding, as well as using information texts in their topic about the seaside. Possible Texts: Winnie at the Seaside by Valarie Thomas; Mrs Armitage and the Big Wave by Quentin Blake; Snorgh and the Sailor by Will Buckingham; The Lighthouse Keeper's Lunch by Ronda and David Armitage, Sally and the Limpet by Simon James. **Mastering English** Opportunities for children to develop deep learning: • Applying new topic vocabulary when writing across the curriculum. • Using appropriate features when writing in different styles across topic areas. • Using their speech and language skills to question, discuss and explain their thinking. • Applying learnt grammar and punctuation conventions when writing across the curriculum.
Maths National Curriculum Links Measurement: Length and Height • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales. • Compare and order lengths and record the results using >, < and =. Geometry: Position and Direction • Order and arrange combinations of mathematical objects in patterns and sequences. • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter-, half- and three-quarter turns (clockwise and anticlockwise). Measurement: Time • Compare and sequence intervals of time. • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • Know the number of minutes in an hour and the number of hours in a day.	Small steps this half term will include: ***Fractions*** • Making equal parts • Recognising a half • Finding a half • Recognising a quarter • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involve more than one step. ***Measurement: Length and Height:*** • Measure length (cm) • Measure length (m) • Compare lengths Order lengths • Four operations with lengths **Position and Direction:** • Describing movement • Describing turns • Describing movement and turns • Making patterns with shapes ***Measuring Time*** • O'clock and half past • Quarter past and quarter to • Telling time to 5 minutes

Measurement: Mass, Capacity and Temperature • Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature; capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels. • Compare and order mass, volume/capacity and record the results using >, < and =.	• Hours and days • Find durations of time • Compare durations of time ***Measurement Mass, Capacity and Temperature*** • Compare mass Measure mass in grams • Measure mass in kilograms • Compare volume Millilitres Litres • Temperature ***Mastering Maths*** - Opportunities for children to develop deep learning: Design Technology: Measuring materials for design. Food preparation and cooking. Geography: Using positional and directional language (map work, compass work). Computing: Using positional and directional language (BeeBot). Science: Reading scales during investigative work. Recording results using tables and graphs.
Science NC links: National Curriculum Links Living Things and their Habitats Pupils should be taught to: • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. Plants Pupils should be taught to: • 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	Learning Outcomes Children will: **Materials** • Collect materials from the coast and sort them into natural/man made. • Design and carry out investigations to answer questions they have posed about the coast (Geography link). **Living Things and their Habitats** • Identify garden birds and record data. • Identify and name wildlife and plants that live close to the coast. • Create simple food chains. • Play dinner at the reef. • Use scientific terminology (omnivore, herbivore, carnivore, producer, consumer, predator, prey) **Plants** • Identify and name some common wild and garden plants. • Investigate the needs of plants to grow. **Science Investigation Possibilities**: • Why do flowers have different colours? • Do plants need soil to grow? • How can we clean dirty water? • Can we take salt out of sea water? • Why can people float better in the sea than in fresh water? • Why does the sea not freeze as easily as ponds and lakes? • Do all big objects sink? • Can you make a structure out of paper that floats? • What happens to sandcastles when the tide comes in? • What is the best mixture of sand and water for making sandcastles?
History NC links: National Curriculum Links Pupils should be taught about: Changes within living memory.	Learning Outcomes Children will: **Grace Darling** • Know some of the main events in Grace Darling's life and be able to sequence them correctly. • Give at least one reason for her actions. • Use pictures to find out about Grace Darling. • Recount the story of Grace Darling. **Seaside** • Research seaside pastimes from the past by interviewing parents and grandparents. • Use the Internet, books and photographs to find out about seaside holidays in the past. • Compare their experience of seaside holidays with their findings.
Geography NC links: National Curriculum Links Pupils should be taught to: • Name and identify characteristics of…the United Kingdom and its surrounding seas. • Use basic geographical terms to refer to beach, cliff, coast, sea, ocean, port, harbour etc. • Use aerial photographs and plans to recognise landmarks and basic human and physical features: devise a simple map; and construct basic symbols in a key. • Use world maps, atlases and globes to identify the United Kingdom…as well as the oceans [and the North Sea].	**Seaside** Learning Outcomes Children will: • Locate and name the oceans and North Sea. • Research key physical features of coastal regions. • Label coastal landscapes and aerial photographs using geographical vocabulary. • Learn about the importance of local ports and harbours. • Design and carry out investigations to answer questions they have posed about the coast (Science link). Investigation Possibilities • How does the sea affect the landscape? • Investigate with sand and water.
D&T National Curriculum Links Pupils should be taught to: Design • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make • Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and	**Stuffed Seaside Creature** Learning Outcomes Children will: • Learn how to use simple stitches (running, whip). • Design a simple sea creature that can be created using felt. • Create a template and use it when cutting the materials needed. • Make a stuffed sea creature. • Evaluate their finished product against their original design.

finishing). • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria.	
ART NC links: National Curriculum Links Pupils should be taught to: • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists…making links to their own work.	**Seaside Art** Learning Outcomes Children will: • Paint seascapes using various painting techniques. • Use shells, driftwood etc. to create sculptures and artwork. • Explore and evaluate the work of local artist Mick Oxley
RE Northumberland Agreed Syllabus Theme: Shabbat Religion: Judaism Key Question: Why is Shabbat important to Jewish children?	Learning Outcomes Children will: • Learn about why we have rules and routines and how they help us in our everyday lives. • Learn about rules and routines from the viewpoint of different religions: Christianity, Judaism, Islam and Sikhism. • Recognise some symbols and actions that relate to Shabbat. • Find out about Shabbat traditions.
PE National Curriculum Links Pupils should be taught to: • Master basic movements including running, jumping, throwing and catching, as well as developing balancing, agility and coordination, and begin to apply these in a range of activities.	Cricket coaching with Tom Vickers. Athletics (competitive races, throwing events, jumping events).
Music NC Links: use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music. National Curriculum Links Pupils should be taught to: • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Learning Outcomes Taught through Charanga Unit: Friendship Song Children will: Listen and Appraise: ○ Friendship Song by Joanna Mangona and Pete Readman ○ Count On Me by Bruno Mars ○ We Go Together from Grease ○ You Give a Little Love from Bugsy Malone ○ That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John ○ You've Got a Friend in Me by Randy Newman • Learn to sing the song. • Play instruments with the song. • Compose with the song. • Perform the Song
PSHE Caring for Our Environment and Ourselves Pupils should be taught to: • Know what improves and harms their local, natural and built environments and about some of the ways people look after them. • Know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. • Make real, informed choices that improve their physical and emotional health. • Recognise that choices can have good and not so good consequences	Learning Outcomes Children will: • Investigate the environmental impact of litter at the beach. • Learn how to stay safe at the beach and in the sun. • Know what constitutes a healthy plate and how exercise is important. • Work together with a partner and in groups. • Share ideas and help each other resolve problems.
Computing National Curriculum Links Pupils should be taught to: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	Learning Outcomes Children will: Program devices to carry out simple tasks, such as: • Move the BeeBot to the treasure on the treasure island map • Guide the Code-a-pillar around the lighthouse • Predict where BeeBot will end up on the island when given a particular set of instructions. • Modify given programs that contain bugs so that they achieve a given aim. Use technology to research and retrieve information, for example: • Use the Internet to find out about coastal wildlife • Use Google Maps to locate coastal features Use a variety of software to create digital content, such as: • Seascape recordings and compositions

	• Art work inspired by the sea (2Simple, Sketches)
Opportunities for Outdoor Learning	Home learning – bird watching Maths outdoors **Beach days:** Science: Rock pool exploration. Identify plants and animals during our trip to the coast. Geography: Match aerial photos to real places. Identify geographical features at the coast. Art and Design: Create art using natural materials found at the coast. Create sketches of landscapes and detailed observational drawings.

Links:
https://www.englishmastery.org/our-response-to-coronavirus-covid-19/
https://whiterosemaths.com/homelearning/
https://www.topmarks.co.uk/maths-games/5-7-years/counting
https://www.bbc.co.uk/bitesize/levels/z3g4d2p