

Year group: 2

Term: Summer 1

Topic: Land Ahoy

Links to Gospel Values:

Good communication with our parents.

Our Gospel Values underpin everything we do, say, think, feel, they are included in every part of the children's education.

PSHE objectives:

Covid...

Lots of opportunity for time to talk about their experiences, positive and negative, any worries they might have.

Themed assemblies, online safety, NSPCC, bullying STOP, manners, respect, listening and instruction following.

History objectives:

Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Learn about events beyond living memory that are significant nationally or globally

Science objectives:

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple properties

Geography objectives

Name and locate the world's seven continents and five oceans.

Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas

Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Music objectives

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Key vocabulary:

Area, Atlantic ocean, captain, Captain James Cook, cargo, charity, coast, colony, danger, English Channel, explorer, fight, Golden age of Piracy, Grace Darling, Irish Sea, island, key, land, lifeboat, lifeguard, light, lighthouse, map, navigator, nickname, North Sea, ocean, pirate, rescue, RNLI, route, Royal Navy, sailor, sea, search, ship, shore, steal, survivor, symbol, travel, treasure, United Kingdom, voyage, water, water safety, world record, wreck

Digital literacy:

Interactive E Books in RE,

RE objectives:

Levels of attainment in Religious Education 5-7

Knowledge and Understanding learning about:

- Recognise some religious stories
- Retell, in any form, a narrative that corresponds to the scripture source used
- Recognise that people act in a particular way because of their beliefs
- Describe some of the actions and choices of believers that arise because of their belief
- Recognise some religious signs and symbols used in worship
- Describe some religious symbols and the steps involved in religious actions and worship

Engagement and response learning from:

- Say what they wonder about
- Ask wondering questions
- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings

Design Technology objectives:

Evaluate their ideas and products against design criteria.

- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products

Computing objectives:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Kernow Cluster Topic Overview Sheet

Objectives - NC

Why do pirate ships float?

Maths objectives:

Fractions – 2 weeks

Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement – length and height

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

Compare and order lengths, mass, volume/capacity 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).

PE objectives: Athletics

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Languages objectives:

N/A

Art objectives

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.



Whole class texts:

Illustrated Pirate Stories by Various

Never Mess with a Pirate Princess by Holly Ryan

English objectives:

- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- apply spelling rules and guidance, as listed in [English appendix 1](#)
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- the present and past tenses correctly and consistently, including the progressive form

Year group: 2	Term: Summer 1	Topic: Land Ahoy
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Links to previous topics:

Year 2 – Movers and shakers (Spring 2)

PSHE:

Mental health linked to Covid-19
Ten Ten RSE resources Covid...
Lots of opportunity for time to talk about their experiences, positive and negative, any worries they might have.
Themed assemblies, online safety, NSPCC, bullying STOP, manners, respect, listening and instruction following.

British values:

Computing skills:

History skills:

Talk about events, places and people beyond living memory.(National or Global)

Use historical terms to describe the passage of time, **e.g. modern, recent, long ago, older etc.**

Talk about similarities and differences between my life and that of others.
Describe similarities and differences between the lives of people.

Talk about important people beyond living memory using a range of historical vocabulary.
(National and International achievements)

Geography skills:

Name and locate the world's seven continents and five oceans.

Create a simple map of a familiar location using symbols and a simple key to represent landmarks.
Use simple compass directions (**North, South, East, and West**) to describe the location of features on a map.
Use world maps, atlases and globes to identify world countries, continents and oceans.

Art skills:

Make a range of marks using a wide range of tools.

Use different kinds of paint to make marks, shapes and patterns.

Use a range of tools to create marks and patterns.

Languages skills:

N/A

Music skills:

Develop an awareness of songs with repeated phrases and rounds,

Links to future topics:

Year 2 – Sum 2 Coasts

Maths skills:

Fractions
Recognise, find, name and write a ½ , 2/4, 1/3 and ¼ of a length, shape, set of objects or quantity.
Find one half/quarter/three-quarters of a set of objects and shade a shape.
Use pictures and symbols to create **Pictorial arrays**
Recall, and write simple fractions. **e.g. ½ of 6 = 3** and recognise the equivalence of 2/4 and ½.
Use pictures and symbols to create record equivalent fractions. **e.g. half a cake is the same as 2 quarters.**
Count in fractions up to 10 and recognise the equivalence of 2/4 and ½.
e.g. On a number line, use of squared paper to represent and compare a half with 2 quarters.

Measurement – length and height
Use standard measures, m and cm to estimate, order, compare and measure length.
Choose and use appropriate standard units to estimate and measure length/height in any direction to nearest appropriate unit.
e.g. ruler, tape measures, trundle wheel
Estimate and compare length using centimetres and metres, using > <, =
Use m/cm to measure the length of a range of objects.

Geometry – position and direction
Follow and give simple instructions involving position; direction and movement. **e.g. first, move forward 3 steps...**
Read and record the position, direction and movement using appropriate mathematical vocabulary.
Recognise and use whole, half and quarter turns both clockwise and anti-clockwise
Recognise that a right angle represents a quarter turn, 2 right angles a half turn, and three right angles a three quarter turn
Make and describe right angles including turns between compass points.
Describe directions on a square grid.
Record directions on a square grid.

RE skills:

I can use religious words and phrases to identify some features of religion.

I can talk about why religion is important for some people.

I can retell religious stories in increasing detail.

I can suggest meanings for religious actions and symbol

I can talk about the main similarities in religions.

I can identify how religion is expressed in different ways.

I can respond sensitively to questions about my own and other's experiences and feelings.

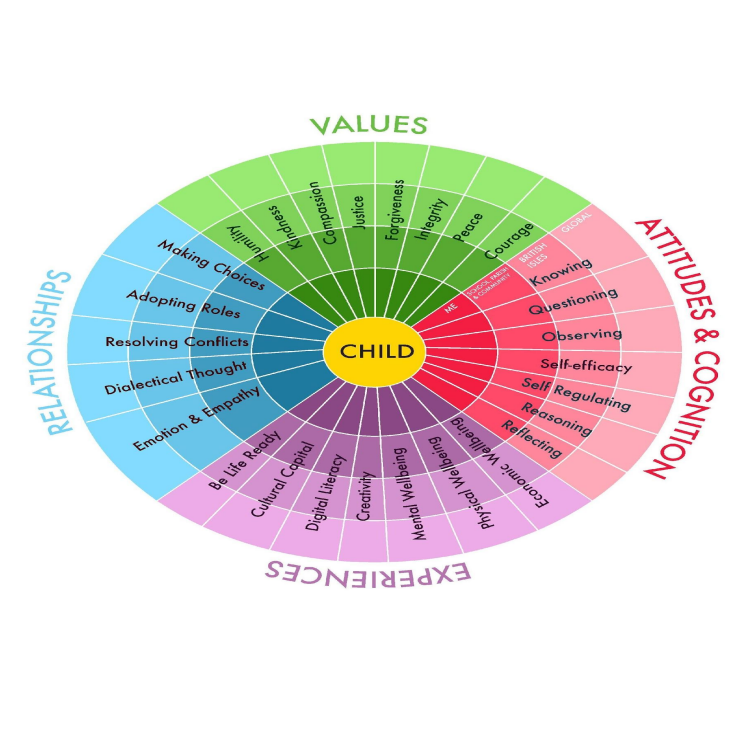
I recognise that some questions cause people to wonder and are difficult to answer.

I can talk about matters of right and wrong,

I can recognise and talk about my own values and those of others.

Kernow Cluster Topic Overview Sheet

Skills – progression sheets



Science skills:

Name and describe some simple solids and liquids.
Find out how the shapes of solid objects made from some materials can be changed, **e.g.bending, twisiting and stretching. melting, freezing and forces etc**
Separate a solid from a liquid with support.
Carry out instructions for a simple investigation

Take accurate measurements using simple equipment, **e.g. cm and scales with one interval.**

Talk about and record what is seen and observed

Begin to identify and classify data and information.

Record data using simple charts, tables and block graphs.

PE skills (Athletics)

No skills on the progression sheets

Design Technology skills:

Explore and talk about the characteristics of an increasing range of materials.
Select and use simple tools to cut and join a range of materials.
Use a straight edge to mark lines for cutting.

Join edge to edge using glue.

Select from a range a finish to improve the appearance of a product.

Follow procedures for safety and hyg
Spell words ending in **ge, dge** and **g** in words before **e, i and y, e.g. badge, age, gem, join** iene.



Opportunities for home learning / cultural capital:

Design a pirate hat and a treasure map ready for our class display.

Make an information poster about a famous explorer, pirate or Grace Darling

Make a treasure island

Set homework:

Weekly spellings

IXL – Maths and English skills

Spelling Shed and TTRS

Oak National Academy or BBC Bite size for those self-isolating

English skill

Spoken
Glve well-structured descriptions and explanations. Engage conversations asking relevant questions and responding to comments.

Take turns and listen to what others say.

Reading
Read phonics words quickly and accurately without the need to segment and blend.
Read books aloud sounding out unfamiliar words accurately and without hesitation.
Read further exception words, noting links between spelling and sound and where they occur in a word.
Check that the text makes sense as I read and correct inaccurate reading.
Make inferences based on what is being said and done as well as past experiences.

Writing
Spell words ending in **'ey'**, **e.g. monkey, valley.**
Spell words ending in **ge, dge** and **g** in words before **e, i** and **y**, **e.g. badge, age, gem, join.**
Use the possessive apostrophe (singular)
e.g. the girl's book.
Use **capital letters** and **full stops** in all sentences.
Use **question marks** and **exclamation marks.**
Beginning to use **commas** in **simple lists.**
Use **time** connectives, **then, next, after, later.**
Write capital letters and digits of the correct size, orientation and relationship to one another, and to lower case letters.