

Year group: 2

Term: Summer 2

Topic: Coastlines

Kernow Cluster Topic Overview Sheet

Objectives - NC



Links to Gospel Values:

Our year 2 virtue of self-knowledge, Cardinal virtue of justice

Prudence, temperance,

Catholic Social Teaching elements – Peace, the common good, dignity, care for creation

PSHE objectives:

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

Life to the full

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.

Digital literacy:

Interactive E Books in RE

Science objectives:

Asking simple questions and recognising that they can be answered in different ways

Observing closely, using simple equipment

Performing simple tests

Identifying and classifying

Using their observations and ideas to suggest answers to questions

Gathering and recording data to help in answering questions.

Notice that animals, including humans, have offspring which grow into adults

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

PE objectives: (Frisbee Golf and Cricket)

- 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
- participate in team games, developing simple tactics for attacking and defending

Key vocabulary:

Abbey, amusement arcade, anchor, arch, Atlantic Ocean, atlas, bay, beach, boat, cabbage café, capsize, captain, Captain James Cook, castle, cave, change charity, cliff, coast, coastal town, coastguard, coastline, compass, crew, current, damage, danger, deck, direction, donkey ride, east, emergency, English Channel, erosion, explorer, factory, fish and chip shop, fisherman, flag, gemstone, globe, Grace Darling, grinding wheel, harbour, headland, herring girl, holiday, human feature, Irish Sea, island, jet worker, key, legacy, life jacket, lifeboat, lifeboat station, lifeguard, lighthouse, lighthouse keeper, location, man-made, map, map maker, market, monument, museum, natural, natural resource, net, north, North Sea, ocean, overhang, park, passenger, physical feature, pier, planet, port, quicksand, rain, rescue, rigging, rip-nap, RNLI, rock, Royal Navy, ruins, safety, sail, sailor, Saltwick Nab, sand, sea, sea defence, sea shanty, sea wall, shop, shipbuilder, shipwreck, shipyard, shop, shore, sign, south, souvenir, SS Rohilla, stack, storn, superstition, survivor, swing bridge, symbol, tide, tourism, tourist, United Kingdom, volunteer, voyage,

RE objectives:

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

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. 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. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. 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 their school and its grounds and the key human and physical features of its surrounding environment.

Computing objectives:

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Whose responsibility is it to keep our beaches clean?

Maths objectives:

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.

Measurement – mass, capacity and temperature

Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°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 =

Design Technology objectives:

Build structures, exploring how they can be made stronger, stiffer and more stable.

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).

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Whole class texts:

Katie Morag and the New Pier – Mairi Hedderwick

English objectives:

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 learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness,

–Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher 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 answering and asking questions predicting what might happen on the basis of what has been read so far 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. ul, –less, –ly.

Art objectives

Use a range of materials creatively to design and make products.

Music objectives

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

Year group: 2

Term: Summer 1

Topic: Coastlines

Links to previous topics:

Year 2 – Land Ahoy (Sum 1)

PSHE:

Ten Ten Life to the Full resources

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

Art skills:

Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours
Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife.
Use different kinds of paint to make marks, shapes and patterns.
Talk about what happens when colours are mixed together.

History skills:

Compare aspects of the present with the past and describe simple similarities and differences.
Give reasons for and describe changes that have taken place within living memory. (linked to national life)
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.
Place objects, people and events beyond own experiences in time order.
Talk about events and the lives of people beyond living memory.(Own locality)
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 describe physical and human features in the local environment.
Use photos and simple street plans to find places in the local environment
Talk about features of the local environment that are liked and disliked.
Identify geographical features on a large scale map.
Talk about and describe key features of the local area.
Describe and compare features of known localities.
Talk about and describe a contrasting locality in the UK.
Talk about and describe features of landmarks within the locality.
Identify and describe patterns and changes within the local environment.
Express thoughts and views about a locality.
Talk about how people can affect the environment they live in.

Music skills:

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

Languages skills:

N/A

Computing skills:

N/A

Links to future topics:

Year 2 – Sum 2 Coasts

Maths skills:

Time

Read and write time including quarter past/to the hour and draw hands on a clock face to show these times.
Compare and sequence intervals of time
Read and record time to the nearest 5 minutes.
Know and use units of time and begin to recognise the relationship between them. (minutes in an hour, number of hours in a day)
Use timing devices to measure and record time in different ways.
Use timing devices to measure and record time accurately.

Measurement – mass, capacity and temperature

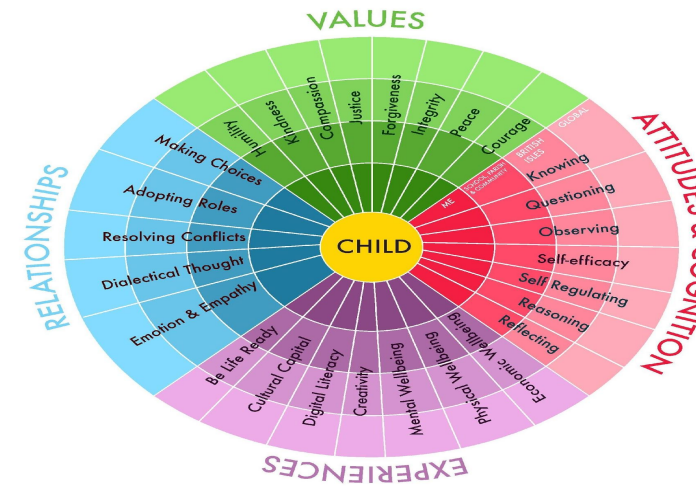
Use standard measures, kg and g to estimate, order, compare and measure mass.
Estimate and compare mass using kilograms and grams, > < =
Use kilograms and grams to measure the mass of a range of small objects.
Choose and use appropriate standard units to estimate and measure mass to nearest appropriate unit.
e.g. dial and digital scales
Use standard measures, l and ml to estimate, order, compare and measure capacity
Estimate and compare capacity using millilitres and litres, > < =
Use litres and millilitres to measure the capacity of a range of containers
Choose and use appropriate standard units to estimate and measure volume and capacity to nearest appropriate unit.
e.g. scaled measuring vessels
Choose and use appropriate standard units to estimate and measure temperature to nearest appropriate unit.
e.g. thermometers

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:

Describe the importance for humans of exercise, a balanced diet and hygiene, including how to look after teeth.
Draw and label the main parts of the human body and link body parts to the associated senses.
Ask simple questions and recognise that they can be answered in different ways.
Use simple secondary sources to find answers.
Talk about similarities and differences.
Talk about and record what is seen and observed
Talk about describe and sort simple similarities and differences, noting patterns and relationships.
Record and communicate findings in a range of ways using simple scientific language.
Talk about what has been found out and how it was discovered.
Talk in simple scientific terms about what might happen and why? (prediction)

PE skills (Cricket)

Use basic underarm, rolling and hitting skills accurately.
Intercept, retrieve and stop bean bags and large balls with some consistency.
Throw, hit, kick a ball in a range of ways depending on the needs of the game.
Describe what they and others need to do in a game.

Design Technology skills:

Construct a range of simple structures using simple construction kits.
Make a structure more stable by widening the base.
Make a square frame from strip wood using triangular card joints.
Make a simple card hinge.



Opportunities for home learning / cultural capital:

Beach trip with parents to find features of the coastline.
Learning and research about places in Cornwall
If COVID allows a visit to a beach to carry out a beach clean.

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

Recognise that where there is only one consonant after a short vowel the consonant is doubled before the suffix is added, ed/er/est/ing/y hopped, biggest.
Add 'es' to nouns and verbs ending in 'y' e.g. flies, copies, carries
Spell words ending in 'tion' e.g. station, motion, section
Pupils should be taught to: 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 learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Writing – composition Statutory requirements Pupils should be taught to: develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 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 re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear..
Spell common homophones, e.g. pair-pear, stair-stare.
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.