



# Year 2; Summer; Beside the seaside (+ travel and transport)



## Geography—Seaside

### Knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country

Use basic geographical vocabulary to refer to key physical features and key human features.

To identify the locations of UK and its countries as well as the countries, continents and oceans studied at the key stage.

### Skills

Study pictures/videos of a locality and ask geographical questions, e.g; what is it like to live in the place? How is this place different to where I live?

Use basic geographical vocabulary to refer to key physical features and key human features.

Be able to verbalise and write about similarities and differences between the features of the two localities.

Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.

## History—Travel and transport.

### Knowledge

To correctly sequence changes in transport during their lifetime and beyond.

To recognise, categorise and describe similarities and differences between pictures and photographs from the past.

To recognise and identify who George Stephenson was and describe his impact on the transport world.

To describe facts about the time period/ event they are studying.

### Skills

Sequence photos from different periods of life. Recognise the difference between fact and fiction.

Compare pictures or photographs of people or events in the past.

Find out about people and events in other times. Recognise why people did things, why events happened and what happened as a result.

Identify differences between ways of life at different times. Communicate knowledge through; discussions, drawing pictures, drama/role play, timelines, writing and using ICT.

## Hook/Celebration

Circus, Violin performance, Florence Nightingales 200th birthday.

## Whole School Events

Aspirations Week, Poetry Week, Humanities Week, KS1 SATs, Father's day, Phonics screening, Sport's Day, Transition day.

## Stand Alone Subjects

### Computing;

Digital literacy, online safety.

### PE (Twinkl Move)

Athletic activities, Kwik cricket, net and ball games.

### Music (Charanga)

Violin (enrichment programme)

### RE (SACRE)

How can we learn from sacred texts?

### PSHE (Jigsaw)

Relationships, protective behaviours & Changing Me

### MFL

Ask questions, sing simple songs.

## Key Texts

When ocean meets sky  
Bubbles, a cloudy lesson (digital)  
The lonely beast, Olga da Polga

## Art & Design—Sculpture, painting

### Knowledge

To use a range of materials creatively to design and make products.

To use painting and sculpture to share their ideas, experiences and imagination.

To develop a wide range of art and design techniques.

To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and make links to their own work.

### Skills

To organise their work and share ideas with others. Use of technical vocab.

**3D form:** Use of sculpture to represent of the real world using found objects. Use of outdoor sculpture to explore space. Design and plan the outcome before making. Shape, form, join, construct and model materials for a purpose. Manipulate materials in a variety of ways by selecting and using tools and equipment safely. To use decorative techniques inspired by Goldsworthy. To replicate patterns and textures in a 3D form—link to shape.

**Painting:** Investigate and explore colours and begin to create different tones. Confidently mixes primary colours to make secondary colours. Begin to control types of marks through layering. Use of a brush with control to produce marks appropriate to the work. Inspiration from work of Edward Henry Potthast.

## Design & Technology—moving car, seaside food.

### Knowledge

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Select from and use a range of tools, equipment and materials.

Use the basic principles of a healthy and varied diet to prepare dishes.

### Skills

**Moving car**—Design products that have a clear purpose and intended use. Develop their design through discussion. Cut strip wood/dowel using hacksaw and bench hook. Use a range of materials to create models with wheels and axels. Create products using levers, wheels and winding mechanisms. Evaluate their ideas and products against design criteria. Make products, refining the design as work progresses. Name the tools they are using. Measure and mark to the nearest cm. Explore objects and designs to identify likes and dislikes of the products. Explore how products have been created. Identify some of the great designers throughout history and use these to generate ideas and designs.

**Seaside food**—work safely and hygienically. Cut, peel, grate and chop a range of ingredients. Cook ingredients.