

# Year 2 Spring 2: Oh, I do like to be beside the Seaside!

## Curriculum connections

### 2 English

**Writing:** Explore the adventures of Traction Man and Scrubbing Brush as they defeat an evil monster. Develop an understanding of the language used within a 'fear tale'.

Explore a range of punctuation and apply it within narrative writing.

Apply the correct spelling of common exception words.

Write an explanation text.

Identify and use exclamation, question, statement and command sentences.

Know the features of a recount and write about a field trip.

**Reading:** Read a wide range of fiction and non-fiction texts.

Refine comprehension responses for vocabulary, retrieval, inference and summary questions.



### 1 Maths

Recap addition, subtraction, multiplication and division.

Recognise and find quarters, thirds and  $\frac{1}{4}$ .

Recognise unit and non unit fractions.

Measure on centimetres and metres.

Compare and order lengths/heights.

Measure mass and kilos with four operations.

Compare volume and capacity.

Measure in millilitre and litre.

Use all four operations with volume and capacity.

### 1 Geography

**Why do we like to be beside the seaside?**

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.

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.

### 1 Art

**Self Portraits**

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.



# Year 2 Spring 2: Oh, I do like to be beside the seaside!

## Curriculum connections

1

### Science

#### 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.

1

### RE

#### 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

#### Programming

- Use Scratch Jr.
  - Create an animation.
  - Make a musical instrument.
  - Programme a joke.
  - Create an algorithm to tell the story of 'The Three Little Pigs'.
- #### Online safety
- Explain what should be done before sharing information online.
  - Know why to ask for permission.

2

2

3

3

1

### PE

#### Jumping

- Develop their ability to jump and land safely.
- Adjust their speed and change direction as they jump in order to avoid defenders.

#### Rackets bats and balls:

- Develop their ability to hit a ball (with a racket) with accuracy and power.
- Begin to strike a ball with power to beat an opponent and into space.

2

### Music

#### Combining singing and instrumental skills with the theme of water/the sea.

- Listen to and sing the music hall song 'Oh I do like to be beside the seaside'.
- Sing 'A wave went up my nose'.
- Read graphic scores to play the correct instrument part.
- Improvise music for a sea creature.

1

### PSHE

#### Healthy Me

- Understand how to maintain a healthy lifestyle including food and exercise choices.
  - Understand how medicines work with our bodies and why it is important to use them safely.
- Character trait:** Determination

2

2

2

3

2

### Spanish

#### En la playa. At the beach.

- Learn some vocabulary related to the beach.
- Express their opinion about what activities they like or do not like doing at the beach, using the expression *Me gusta* and *no me gusta*.