		Reading for Enjoyment
	Year Two Term 6 Seaside	
English	**MAIN TEXT :** **Peace At Last** Poetry - Really looking Poem to recite- Undersea Tea by Tony Mitten Narrative - stories with familiar settings Non-fiction - non-chronological report Postcards	Sideways Stories From Sideways School The Adventures of Horrid Henry -omnibus collection
Mathematics	• Time • Multiplication and division • Statistics including finding the difference • Measurement • Sorting	
Science	**Plants continued** **(The plants that were planted in term 4 will now be partially grown.)** • Can they describe what plants need to survive? • Can they observe and describe how seeds and bulbs grow into mature plants? • Can they record and measure the growth of their plants? • Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? • *Can they describe what plants need to survive and link it to where they are found?* • *Can they explain that plants grow and reproduce in different ways?* **Humans** • Can they explain that humans grow and reproduce? • Can they explain why humans have offspring which grow into adults?	
History	**Seaside Holidays 1950s/present and (some reference to Victorian times)** • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • *Can they sequence a set of objects or pictures in chronological order and give reasons for their order?* • Can they give examples of things that are different in their life from that of their grandparents when they were young? • *Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?* • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • *Can they say at least two ways they can find out about the past, for example using books and the internet?*	
Geography	**The Seaside (Southend)** • Can they find Southend and Canning Town on a map of the UK? • Can they point out the North, South, East and West associated with maps and compass? • Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? • Can they explain what makes a seaside locality special? • Do they know that different seaside localities can be quite different to each other? • Can they describe the key human and physical features of a place, using words like, beach, coast, pier, sand dune? • *Can they find the shortest route to Southend using a road map?* • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a seaside town might need? • Can they explain why seaside places are popular in the summer? • Can they devise a simple map (of Southend) and use and construct basic symbols?	
Computing	**Data Retrieving and Organising** **Active inspire** Focus: Can they experiment with text and pictures to make a slide show? *NC: use technology purposefully to create, organise, store ,manipulate and retrieve digital content* (own plans)	
Religious Education	**Why do some people eat special food? All faiths** • Why are some foods special? • What is halal and haram food?	

	• What special foods are eaten at a religious festival? • What is Karah Prashad? • What is the langar?
Physical Education	**Games** • Can they use hitting, kicking and/or rolling in a game? • Can they stay in a 'zone' during a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules? **Coach-Multi-skills**
Art & Design	**Puppets** Sketch book • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? Textiles • Can they join fabric using glue? • Can they sew fabrics together?
Design & Technology (This is not a design & technology unit. To be taught in00 art lessons.)	**Textiles** (see above) • Can they measure textile? • Can they join textiles together to make something? • Can they cut textiles? • Can they explain why they chose a certain textile? (Link with History-Punch and Judy)
Music	**Recorders (Part 4)- rounds and playing in parts** Performing •Do they sing and follow the melody (tune)? •Do they sing accurately at a given pitch? •Can they perform simple patterns and accompaniments keeping a steady pulse? •Can they perform with others? •Can they play simple rhythmic patterns on an instrument? •Can they sing/clap a pulse increasing or decreasing in tempo? •*Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?* Composing (including notation) •Can they order sounds to create a beginning, middle and end? •Can they create music in response to <different starting points>? •Can they choose sounds which create an effect? •Can they use symbols to represent sounds? •Can they make connections between notations and musical sounds? •*Can they use simple structures in a piece of music?* •*Do they know that phrases are where we breathe in a song?* Appraising •Can they improve their own work? •Can they listen out for particular things when listening to music? •*Do they recognise sounds that move by steps and by leaps?*
PHSCE	**e-safety lesson** **Changing Me** **Life cycles in nature** Do they understand that everyone is unique and special? **Growing from young to old** Can they express how they feel when change happens? **The changing me** Can they understand and respect the changes that they see in themselves? **Boys' and girls' bodies** Do they understand and respect the changes that they see in other people? **Assertiveness** Do they know who to ask for help if they are worried about change? **Looking ahead** Are they looking forward to change?
Enrichment	• Educational visit- Southend • Cultural week- week 5 or 6 • British Day- Vera Lynn