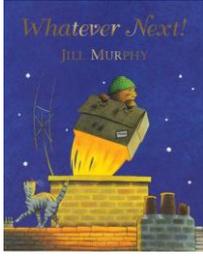


Year Two Term 6 Seaside

		Reading for Enjoyment
English	<p>Whatever Next?</p>  <p>Plot: Journey tale Focus: Action and description of setting</p> <p>Space by Robert Heidbreder</p> <p>Recount: <i>The Seaside</i></p>	
Mathematics	<p><b>Maths Mastery</b> Unit 15: Time (10 lessons) Unit 16: Multiplication and division 3x and 4x (15 lessons)</p>	
Science	<p><b>Plants continued</b> (The plants that were planted in term 4 will now be partially grown.)</p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>-Can they observe &amp; identify changes in plant growth throughout the year e.g. in the school garden?</li> <li>-Can they record the changes that they identify?</li> <li>-Can they raise questions about &amp; set up a comparative test to find out what plants need to stay healthy?</li> <li>-Can they set up a comparative test to show that plants need both light and water to remain healthy?</li> </ul> <p><b>Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>Can they describe what plants need to survive?</li> <li>Can they observe and describe how seeds and bulbs grow into mature plants?</li> <li>Can they record and measure the growth of their plants?</li> <li>Can they find out &amp; describe how plants need water, light and a suitable temperature to grow and stay healthy?</li> <li>Can they describe what plants need to survive and link it to where they are found?</li> <li>Can they explain that plants grow and reproduce in different ways?</li> </ul>	
History	<p><b>Seaside Holidays 1950s/present and (some reference to Victorian times)</b></p> <p><i>Possible starting point / stimulus:</i></p> <p><i>A selection of seaside postcards past and present</i> <i>Pictures/music depicting the rides at a seaside funfair past &amp; present</i></p> <ul style="list-style-type: none"> <li>Can they sequence a set of objects or pictures in chronological order and give reasons for their order?</li> <li>Can they give examples of things that are different in their life from that of: * their grandparents when they were young? * a long time ago in a specific period of history such as the Victorian times?</li> <li>Can they use the words 'past' and 'present' accurately?</li> <li>Can they use a range of appropriate words and phrases to describe the past?</li> <li>Can they use words and phrases like: before I was born, when I was younger?</li> <li>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>Can they say at least two ways they can find out about the past, for example using books and the internet?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Can they research about a popular event that happens in Britain and why it has been happening for some time?</li> <li>Can they compare and contrast an event from the 1950s with an event in Victorian times and identify what changed e.g. The Great Exhibition: 1851 &amp; The Festival of Britain: 1951</li> <li>Can they raise questions about the differences between life today and in the past?</li> <li>Can they find out something about the past by talking to an older person?</li> <li>Can they answer questions by using a specific source, such as an information book?</li> <li>Can they research the life of a famous Briton from the past using different resources to help them?</li> <li>Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</li> </ul>	
Geography	<p><i>Possible starting point / stimulus:</i></p> <p><i>Seaside postcards</i> <i>A bucket and spade + beach mat</i> <i>Advertisement poster for Southend</i></p> <p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>Can they say what they like and don't like about their locality and another locality like the seaside?</li> <li>Can they label a diagram or photograph using some geographical words?</li> <li>Can they find out about a locality by using different sources of evidence?</li> <li>Can they raise relevant questions?</li> <li>Can they find out about a locality by asking some relevant questions to someone else?</li> <li>Can they make inferences by looking at a weather chart?</li> </ul>	

	<p>Can they make plausible predictions about what the weather may be like in different parts of the world?</p> <p><b>The Seaside (Southend) A contrasting location in the UK</b></p> <p>Can they say what they like and don't like about their locality and another locality like the seaside?</p> <p>Can they identify why the clothing worn by people in London e.g. at Liverpool Street Stn would be different to that found while out walking along the beach?</p> <p>Can they point out the North, South, East and West on a map and relate that to using a compass?</p> <p>Can they label a diagram or photograph using some geographical words?</p> <p>Can they find out about a locality by using different sources of evidence?</p> <p>Can they find out about a locality by asking some relevant questions of someone else?</p> <p>Can they describe the key human and physical features of a place, using words like, beach, coast, pier, sand dune?</p> <p>Can they find Southend and Canning Town on a map of the UK?</p> <p>Can they explain what makes a seaside locality special?</p> <p>Do they know that different seaside localities can be quite different to each other?</p> <p>Can they find the shortest route to Southend using a road map?</p> <p>Do they think that people ever spoil the area? How?</p> <p>Do they think that people try to make the area better? How?</p> <p>Can they explain what facilities a seaside town might need?</p> <p>Can they explain why seaside places are popular in the summer?</p> <p>Can they devise a simple map (of Southend) and use and construct basic symbols?</p>
e-safety	<p><b>Knowledge &amp; understanding</b></p> <p>Can they understand the different methods of communication (e.g. email, online forums etc)?</p> <p>Do they know you should only open email from a known source?</p> <p>Do they know the difference between email and communication systems such as blogs and wikis?</p> <p>Do they know that websites sometimes include pop-ups that take them away from the main site?</p> <p>Do they know that bookmarking is a way to find safe sites again quickly?</p> <p>Can they begin to evaluate websites and know that everything on the internet is not true?</p> <p>Do they know that it is not always possible to copy some text and pictures from the internet?</p> <p>Do they know that personal information should not be shared online?</p> <p>Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?</p> <p><b>Skills</b></p> <p>Can they follow the school's safer internet rules?</p> <p>Can they use the search engines agreed by the school?</p> <p>Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?</p> <p>Can they use the internet for learning and communicating with others, making choices when navigating through sites?</p> <p>Can they send and receive email as a class?</p> <p>Can they recognise advertising on websites and learn to ignore it?</p> <p>Can they use a password to access the secure network.</p>
Computing	<p><b>Digital Literacy (Online Safety) – Use Kidsmart (1 Week)</b></p> <p><b>CS – Stop Frame Animation –</b> ICanAnimate / ZU3D / Jelly Cam</p>
Religious Education	<p><b>Why do some people eat special food? All faiths</b></p> <p>What is fasting and why do people do it?</p> <p>How would I feel if I had to go without food?</p> <p>Why do Muslim people fast in Ramadan?</p> <p>What special food do Muslim people share at Eid?</p> <p>Why do Christian people fast in Lent?</p> <p>What do Christians do before Lent starts?</p> <p>Should we all fast?</p>
Physical Education	<p><b>Acquiring and developing skills</b></p> <p>Can they copy and remember actions?</p> <p>Can they repeat and explore actions with control and coordination?</p> <p><b>Evaluating and improving</b></p> <p>Can they talk about what is different between what they did and what someone else did?</p> <p>Can they say how they could improve?</p> <p><b>Health and fitness</b></p> <p>Can they show how to exercise safely?</p> <p>Can they describe how their body feels during different activities?</p> <p>Can they explain what their body needs to keep healthy?</p> <p><b>Dance – The Seaside</b></p> <ul style="list-style-type: none"> <li>• Can they perform body actions with control and co-ordination?</li> <li>• Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling?</li> <li>• Can they link actions?</li> <li>• Can they remember and repeat dance phrases?</li> <li>• Can they perform short dances, showing an understanding of expressive qualities?</li> <li>• Can they describe the mood, feelings and expressive qualities of dance?</li> <li>• Can they describe how dancing affects their body?</li> <li>• Do they know why it is important to be active?</li> <li>• Can they suggest ways they could improve their work?</li> <li>• Can they create, improve and perform more complex dance phrases?</li> <li>• Do they perform short dances, linking actions fluently and with control?</li> <li>• Can they use dynamic and expressive qualities clearly in their dance?</li> <li>• Can they use some simple dance vocabulary to describe and interpret dance?</li> <li>• Do they know how particular activities can help them to be healthy?</li> </ul> <p><b>Coach-Multi-skills</b></p>
Art & Design	<p><b>Puppets</b></p> <p>Sketch book</p> <ul style="list-style-type: none"> <li>• Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>• Can they set out their ideas, using 'annotation' in their sketch books?</li> <li>• Do they keep notes in their sketch books as to how they have changed their work?</li> </ul>

	<p>Textiles</p> <ul style="list-style-type: none"> <li>• Can they join fabric using glue?</li> <li>• Can they sew fabrics together?</li> </ul>
<p><b>Design &amp; Technology</b> (This is not a design &amp; technology unit. To be taught in art lessons.)</p>	<p><b>Developing, planning and communicating ideas</b>  Can they identify the features of a successful product?  Can they identify a purpose and a target group?  Can they think of ideas and plan what to do next?  Can they choose the best tools and materials? Can they give a reason why these are best?  Can they describe their design by using pictures, diagrams, models and words?</p> <p><b>Working with tools, equipment, materials and components to make quality products</b>  Can they join things (materials/ components) together in different</p> <p><b>Evaluating processes and products</b>  Can they explain what went well with their work?  If they did it again, can they explain what they would improve?</p> <p><b>Textiles</b> (see above)</p> <ul style="list-style-type: none"> <li>• Can they measure textile?</li> <li>• Can they join textiles together to make something?</li> <li>• Can they cut textiles?</li> <li>• Can they explain why they chose a certain textile?</li> </ul> <p>(Link with History-Punch and Judy)</p>
<p><b>Music</b></p>	<p><b>Recorders (Part 4)– rounds and playing in parts</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>•Do they sing and follow the melody (tune)?</li> <li>•Do they sing accurately at a given pitch?</li> <li>•Can they perform simple patterns and accompaniments keeping a steady pulse?</li> <li>•Can they perform with others?</li> <li>•Can they play simple rhythmic patterns on an instrument?</li> <li>•Can they sing/clap a pulse increasing or decreasing in tempo?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>•Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</li> </ul> <p><b>Composing (including notation)</b></p> <ul style="list-style-type: none"> <li>•Can they order sounds to create a beginning, middle and end?</li> <li>•Can they create music in response to &lt;different starting points&gt;?</li> <li>•Can they choose sounds which create an effect?</li> <li>•Can they use symbols to represent sounds?</li> <li>•Can they make connections between notations and musical sounds?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>•Can they use simple structures in a piece of music?</li> <li>•Do they know that phrases are where we breathe in a song?</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>•Can they improve their own work?</li> <li>•Can they listen out for particular things when listening to music?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>•Do they recognise sounds that move by steps and by leaps?</li> </ul>
<p>PHSCE</p>	<p><b>e-safety lesson</b></p> <p><b>Changing Me</b></p> <p><b>Life cycles in nature</b> Do they understand that everyone is unique and special?</p> <p><b>Growing from young to old</b> Can they express how they feel when change happens?</p> <p><b>The changing me</b> Can they understand and respect the changes that they see in themselves?</p> <p><b>Boys' and girls' bodies</b> Do they understand and respect the changes that they see in other people?</p> <p><b>Assertiveness</b> Do they know who to ask for help if they are worried about change?</p> <p><b>Looking ahead</b> Are they looking forward to change?</p>
<p><b>Enrichment</b></p>	<ul style="list-style-type: none"> <li>• Educational visit- Southend</li> </ul>