

Stanbridge Lower School



Teacher: Mrs Ashpole/ Mrs Forbes

Year Group: 2

Academic Year: 2020-2021



Beside the Sea

Simmering Starter: Learn to sing the traditional seaside song 'Beside the sea'.

Grand Finale: To make icecream and have a 'beach' afternoon.

ICT

To research a seaside resort using a search engine.
To use google maps/ atlases to locate British seaside resorts and put them onto their own map.
Year 2 Coding unit 3 (Espresso)

Music

To learn to sing traditional seaside songs by heart.

To understand what a rest is.
To play untuned musical instruments along to the songs- learn to play the pulse of the song with the instrument.
To compose and perform a rhythm to the song, in groups

PE

Net and wall games.
Athletics

History

To compare seaside holidays now and in Victorian times and to understand they have changed over time (Changes within living memory)
Discuss lighthouses with your children and the important job they do. Learn about Grace Darling, share information about her life, living in a lighthouse, the rescue and her life after the rescue (The lives of significant individuals in the past who have contributed to national and international achievements)

Geography

To name some seaside resorts of the UK using a map.
To describe simple human and physical features about seaside resorts.
To locate a range of seaside resorts and describe their location.
To use compass directions (NESW), locational and directional language and identify a range of map symbols.

Science

Plants

Observe and describe how seeds and bulbs grow into mature plants
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Explore our outside environmental area and compare the plants that are growing there.
Carry out an investigation into how plants grow.
Plant a selection of seeds and blubs and observe the growing and changing.

PSHCE- Living in the wider world

To learn how they can contribute to the life of the classroom and school (L1). To help construct, and agree to follow, group and class rules and to understand how these rules help them.

To understand that people and other living things have rights and that everyone has responsibilities to protect those rights.
Identify the range of groups they belong to (friends, class, year group, faith)
Describe how it feels to be a member of a group and discuss the groups we belong to.

Art and Design

To learn about the 'Pointillism' art style.
To explore art by famous Pointilism painters, commenting on what they like/ dislike about the art, how it makes them feel.
To create a seaside landscape, with features of the seaside, in the Pointillism style.
To design and make pinwheels
To sketch natural, seaside objects (shells, driftwood)

RE

How should we care for the Earth? Why does it matter?

To identify a story or text that says something about the beautiful Earth
To give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation)
To give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
To give an example of how people can show that they care for the Earth, making a link to a creation story
To give examples of how Christians and Jews can show care for the Earth
To say why Christians and Jews might look after the natural world.
To think, talk and ask questions about what difference believing in God makes to how people treat the natural world
To give good reasons why everyone (religious and non-religious) should look after the natural world