

AHOY!

First Hand Experiences

Year 2 Summer trip to the beach! Sea Life Centre/Time and Tide Museum/Cromer Museum

Pirate Treasure Hunt experience with Music and Movement

Exploring lifeboats – asking Anne Marsham to talk to our children.

| Vocab | Knowledge | Skills |
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| <ul style="list-style-type: none"> • shanty • mechanisms • mast • bilge • port • suitability • collaboration • tactic • star board • Grace Darling • saviour • lighthouse | <ul style="list-style-type: none"> • To know the vocabulary to describe. • To use construction to create a product. • To understand how to follow a design criteria. • To understand how mechanisms move and operate. • To learn about a famous explorer. • To understand food chains. • To use a range of materials effectively. • To create a sea shanty. • To explore the continents. • To experiment with different sounds (under water) | <ul style="list-style-type: none"> • To use criteria to design. • To evaluate design criteria and products. • To listen to others' opinions and evaluation. • To work in a team as a crew and to listen and respond. • To order animals in a food chain. • To discuss how materials move and change over time. • To make objects move by joining together. • To make and follow instructions. • To use and understand suitable materials for instruments. • To identify using an atlas and map. |
| <p style="text-align: center;">Writing</p> <p>Refer to End of Key Stage Grids, plus: Composition *encapsulate what they want to say, sentence by sentence *write effectively and coherently for different purposes, drawing on their reading to inform</p> | | <p style="text-align: center;">Reading</p> <p>Word Reading *read Lime level books with some decoding and blending. Therefore confidently read with fluency White level books. *read the common exception words that have been taught.</p> |

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| <p>the vocabulary and grammar of their writing Spelling spell the year two common exception words: door floor poor because find kind mind behind child children wild climb most move prove improve sure many people half Mrs only both old cold hold gold told every everybody even great steak pretty sugar eye could should clothes water money parents beautiful after fast last past father class grass pass plant path bath hour would who whole any busy again Mr Christmas</p> | <p>Comprehension *continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> |
| <p style="text-align: center;">Maths</p> <p>Maths Meeting Coverage (for the term) *How many days in a week? How many days in a month? How many days in a year? How many months in a year? How many minutes in an hour? How many hours in a day? *Telling the time: problems involving an hour after/before including at 5 minute intervals. Identify what is longer, 70 minutes or 2 hours etc. *Sorting 2D and 3D shapes using own criteria *Pairs to 100 *Finding the correct amount of change when paying for an item *Reading/interpreting data from a graph/chart where not all numbers on the scale are given. *Reading & writing numbers to 100 using words *Recite 2,3,5 and 10 times tables using full sentence (1x2=2) *Partition 3 and 4 digit numbers *Identify $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$ and a whole from a range of images</p> | <p style="text-align: center;">RE</p> <p>*To recognise how people pray *To understand how people pray for different reasons and beliefs</p> |
| <p style="text-align: center;">Design Technology</p> <p>Design *design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology *to use a range of materials creatively to design and make products</p> <p>Make *select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing *select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics</p> <p>Technical Knowledge *build structures, exploring how they can be made stringer, stiffer and more stable</p> | <p style="text-align: center;">Science</p> <p>Living things and their habitats *explore and compare the differences between things that are living, dead and things that have never lived *identify that most living things live in habitats to which they are suited are describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other *identify and name a variety of plants and animals in their habitats, including micro-habitats *describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Uses of Everyday Materials *identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses *find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> |

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| <p>*explore and use mechanisms e.g. levers, sliders, wheels and axles, in their products Evaluate *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria</p> | |
| <p style="text-align: center;">Art</p> <p>*Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (through 'Artist of the Month')</p> | <p style="text-align: center;">Geography</p> <p>*Use simple compass directions as well as locational and directional language features and routes on a map *Use basic geographical vocabulary to refer to and describe: key physical features and key human features *use world maps, atlases and globes to explore the seven continents and five oceans</p> |
| <p style="text-align: center;">PE</p> <p>*participate in team games, developing simple tactics for attacking and defending *master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> | <p style="text-align: center;">Music</p> <p>*play tuned and untuned instrument musically *listen with concentration and understanding to a range of high quality live and recorded music &experiment with, create, select and combine sounds using the inter-related dimensions of music</p> |
| <p style="text-align: center;">History</p> | <p style="text-align: center;">Computing</p> <p>*debug simple programs *use logical reasoning to predict the behaviour of simple programs</p> |