



# TOPIC OVERVIEW



Year Group:	2	Term: Summer 2	Oh I do like to be beside the seaside
<b>English</b>		<b>Maths</b>	
<ul style="list-style-type: none"> <li>• Postcards - Day the Crayons Quit (Part 2)</li> <li>• Travel brochures</li> <li>• Recount</li> </ul>		N.B - Analysis of SATS data and post SATS work - Reasoning	
<b>History</b>	<b>Geography</b>	<b>DT / ART</b>	<b>SCIENCE</b>
<ul style="list-style-type: none"> <li>• Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory,</li> </ul>	<ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>

	<p>farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> <li>• use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p>links to their own work - Seaside artist</p>	
<b>COMPUTING</b>	<b>RE</b>	<b>PE</b>	<b>PSHCE</b>
<p><b>Routes</b></p> <ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<p><b>Changes</b></p> <ul style="list-style-type: none"> <li>• Growing and changes</li> <li>• New opportunities</li> <li>• Independence</li> <li>• Responsibilities</li> </ul>
<b>MUSIC</b>	<b>Languages</b>	<b>SMSC</b>	<b>Enriching the curriculum</b> (Visits, Visitors, special days)
<p><b>Music Express</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<p><b>French</b></p> <ul style="list-style-type: none"> <li>• To know simple words &amp; phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Philosophy</b></li> <li>• <b>Outdoor Learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Visit to the Seaside - To end topic</li> </ul>

<ul style="list-style-type: none"><li>• play tuned and untuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li></ul>			
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