

Context for Learning Topic Web

Include: Launch activity / Lead subject – main learning points / Subsidiary (linked) subjects – main learning points / Links to English and (if applicable) Maths

Creative Development (DT & Art)

Art

- Artist study: Van Gogh - Sunflowers

D/T

Food technology

- Understand where food comes from
- Design and make a healthy snack
- Identify some tastes

Year 2 Summer – Oh, I do like to be beside the seaside!



Music

Music Tech

- Use the app Madpad to collect sound clips to create a piece of music from a learning walk outside
- By listening, identify different sounds in the environment

Seaside

- Sea Shanties
- Learn local songs related to the fishing industry and Caister Lifeboat
- Recorder notes G/A/B for Drunken Sailor

PSHE

Healthy living

- The 'Eat Well plate' and knowing how different exercise is important
- I understand that we need a varied and balanced diet (the eat well plate)
- I can sort food into the 5 'Eat Well' groups
- I can plan and create a balanced meal
- I understand that some people avoid certain foods and why
- I can describe a variety of different exercises

R.E

- Islam: Community and belonging
Does going to the mosque give Muslims a sense of belonging?
- Islam: Hajj
Does completing Hajj make a person a better Muslim?

Literacy

Shakespeare Week

The Lighthouse Keeper's Lunch – Instructions

The Story of Grace Darling – Narrative, Diary

Author study: OLIVER JEFFERS

The Way Back Home – Narrative

The Day the Crayons Quit – Persuasive letter

Reading

- Continues to develop positive attitudes to reading.
- Decode most new words outside own spoken vocabulary and make a good approximation to the word's pronunciation.
- Listen to and discuss a wide range of stories, poems, plays and information books, including whole books.
- With support, justify their views about what they read.
- Regularly take part in discussion about reading and consider the opinions of others.
- Identify cause and effect in narrative and non-fiction.
- Continue to develop strategies for reading becoming more confident and independent in choosing which to use.

SPaG

- Secure all objectives from Autumn and Spring so that pupils apply these independently.
- Spelling – See English Appendix 1

Writing

- Continue to work on objectives from Spring and Autumn.
- Be secure in using vocabulary, grammar and punctuation concepts set out in Appendix 2 of the National Curriculum document and be able to apply them to their own writing.

History

Learn about the lives of significant individuals in the past who have contributed to national and international achievements – Grace Darling

The Seaside: Now and then

- Develop an awareness of the past, using common words and phrases relating to the passing of time
- Know where people and events they study fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand ways in which we find out about the past.

Physical Education

- Gym
- Multi-skills: Dribbling, kicking and hitting
- Athletics
- Multi-skills: Making up group games and inventing rules

Computing

We are detectives – Collecting clues

- Understand that email can be used to communicate
- Develop skills in opening, composing and sending emails
- Gain skills in opening and listening to audio files on the computer
- Use appropriate language in emails
- Develop skills in editing and formatting text in emails
- Be aware of e-safety issues when using email

We are zoologists – Collecting data about bugs

- Sort and classify a group of items by answering questions
- Collect data using tick charts or tally charts
- Use simple charting software to produce pictograms and other basic charts
- Take, edit and enhance photographs
- Record information on a digital map

Knowledge and Understanding (Science, Geography)

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

Sex Education

- Recognise the needs of babies and young children to help their bodies grow healthily (personal development)
- To talk about times when I have felt happy, sad etc.
- To develop my confidence to talk about things that worry me
- To know who can keep us safe and know who to go to for help
- To learn to say “no” if something feels wrong
- To know the characteristics of a good friend (relationships)

Local Enquiry: How safe is Suffolk Road?

- Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment.
- Devise a simple map and use and construct basic symbols in a key.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Use basic geographical vocabulary to refer to key physical and human features

Mathematics

Number and place value

- count in steps of 2, 3, and 5 from 0, and tens from any number, forward or backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- read and write numbers to at least 100 in numerals and in words
- compare and order numbers from 0 up to 100; use <, > and = signs
- use place value and number facts to solve problems.
- *partition numbers in different ways e.g. $23 = 20 + 3 = 10 + 13$*

Addition and subtraction

- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers e.g. $63-229$, adding three one-digit numbers e.g. $9 + 7 + 9$
- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- *use the language 'sum' and 'difference' e.g. three numbers sum to 12, two numbers are 3 and 7, what is the third number?*

Multiplication and division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- *recognise and use the inverse relationship between multiplication and division in calculations*
- *relate multiplication and division to grouping and sharing discrete e.g. counters and continuous quantities e.g. water, and relating these to fractions and measures e.g. $40\text{cm} \div 2 = 20\text{cm}$; 20cm is $\frac{1}{2}$ of 40cm*
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts e.g. *there are 10 pencils in a box, I have 5 boxes and 3 spare pencils, how many do I have altogether?*

Mathematics

Fractions

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.
- count in fractions e.g. $3\frac{1}{4}$, $3\frac{2}{4}$, $3\frac{3}{4}$, 4, $4\frac{1}{4}$, ...

Measurement

- choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm); mass (kg/g); **temperature** (°C); **capacity** (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, masses, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value e.g. *make 73p using the fewest coins*
- find different combinations of coins to equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change e.g. *I buy a cake for 60p and a biscuit for 25p, how much change will I get from £1?*
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

Properties of shapes

- identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line
- draw lines and shapes using a straight edge
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- compare and sort common 2-D and 3-D shapes and everyday objects e.g. sort 2-D shapes in different ways such as whether they are quadrilaterals and have line symmetry....
- recognise and name quadrilaterals, polygons e.g. pentagon, hexagon, octagon, prisms and cones
- identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid

Position and direction

- order and arrange combinations of mathematical objects in patterns, *including those in different orientations*
- use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.
- *Use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (e.g. pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles)*

Use and interpret data

- interpret and construct simple pictograms e.g. *where the symbol represents 2, 5 or 10 units*, tally charts, block diagrams and simple tables
- answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- answer questions about totalling and comparing categorical data.