

YEAR 2 – Summer 2 Term Planning – Land Ahoy (Geography)

Cross Curricular: Writing: Narrative (Pirates of Scurvy Sands) and Setting description

NC Objectives:

- To write simple, coherent narratives fiction and nonfiction.
- To use a range of punctuations correctly throughout their writing.
- To use present and past tense correctly and consistently.
- Continue to use the diagonal and horizontal strokes needed to join letters
- I can write about real events recording these simply and clearly.
- I can write effectively for different purposes drawing on from my reading to inform the vocabulary and grammar in my writing.
- I can spell most common exception words.

Cross Curricular: PSHE

Respecting rights

NC Objectives: To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). To recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise ways in which we are the same as all other people; what we have in common with everyone else.

Cross Curricular: Reading:

Build on comprehension skills –The Pirate Cruncher

NC Objectives:

- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- being introduced to non-fiction books that are structured in different ways
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions

Geography- NC Objectives:

Locational knowledge - Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

Human and physical geography- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Geographical skills and fieldwork

Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.

Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

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.

Cross curricular: Science- Living things and their Habitats

Children will be exploring different plants and understanding the parts of a plants and what is needed for them to grow.

NC objectives:

- 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.

Science Trip – Whipsnade Zoo

Music

Cultural strand: Exploring and composing a polyrhythm in the style of a sea shanty.

NC objectives

- Creatively experiment with different ways to produce and change sound
- Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions

Cross Curricular: DT

To create a lunchbox for a ship and the food.

Design

- have own ideas and plan what to do next
- explain what I want to do and describe how I may do it
- explain purpose of product, how it will work and how it will be suitable for the user

Make

- explain what I am making and why it fits the purpose
- *make suggestions as to what I need to do next.
- *join materials/components together in different ways

Evaluate

- describe what went well, thinking about design criteria
- talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion