

Land Ahoy! – Year 2 Summer 2

We are... Scientists: Key Skills and Knowledge:

Taught across the year: Seasons and Working Scientifically

Working Scientifically: Ask simple questions, and recognise that they can be answered in different ways

- Observe closely, using simple equipment
- Perform simple tests
- Identify and classify
- Use their observation and ideas to suggest answers to questions
- I can gather and record data to help answer questions.

Key Vocabulary: Question, find out, observe, describe, test, compare, Measure, length, height, mass/weight, time, temperature, Record, results, table, chart, pictograph, block graph, bar chart.

- **Seasons:** I can observe changes across the four seasons
- I can observe and describe weather associated with the seasons and how long day length varies

: hour, change, longer, shorter, cold, hot, rain, dry, hot

Vocabulary, colours, Spring, summer, autumn, winter, Day, night, precipitation, light, dark, sunrise, sunset, Sun, rain, snow, hail, wind, cloud, cloud cover

We are... Athletes: Key Skills and Knowledge:

Sports Day, Review & Team Building

- **Review** and reflect on all skill learnt so far in preparation for sports day
- **Physical:** travelling actions, jumping, balancing
- **Social:** communication, listening, leading, inclusion
- **Emotional:** trust, honesty and fair play, acceptance
- **Thinking:** planning, decision making, problem solving

Key Vocabulary: teamwork, communication, planning, reflection

Engage: Southend trip

Events: maps, seaside features, famous explorers, timeline, boat sketching, RNLI, pirate ships.

Express: Pirates vs Mermaids show

We are... Authors and Readers:

Key Skills and Knowledge: I know what the features of a recount are. I know how to use some of the diagonal and horizontal strokes needed to join letters and recognise those that are best left un-joined. I know the difference between a formal and informal letter.

Key vocabulary: suffix, apostrophe, expanded noun, diagonal, horizontal, recount, report.

Storybooks: **Pirate Gran and the Monsters** by Geraldine Durrant, **Mungo and the Picture Book Pirates** Timothy Knapman, **Class Three All At Sea** Julia Jarman, **Pirate Stew** Neil Gaiman, **Pirates Love Underpants** Claire Freedman, **The Night Pirates** Peter Harris.

We are... Historians: Key Skills and Knowledge:

- I can use historical artefacts to find out about the past and suggest what it is, where it's from, when and why it was made.
- I can present historical information in different ways.

Key Vocabulary: Artefact, past, present, same, different, old, new, Non-chronological report, biography

Overview: Yo ho, yo ho, it's a sailor's life for me. Get your sea legs on, it's time to sail the salty seas. Navigate, investigate and explore the world, just like Captain Cook. Make a boat, sink a ship, fly a pirate flag. Speak like a pirate, write like a poet, then weigh and measure a pirate's booty. How do rescues happen at sea? Find out about brave volunteers and young Miss Darling, rowing her boat across stormy seas. Sing a sea shanty whilst cleaning the poop deck, then search the school grounds for Captain Longbeard's hidden treasure. There's land ahead. Let's get this ship to port.

We are... mathematicians:

Key Skills and Knowledge:

Geometry – position and direction
I can describe position, direction and movement.

I can distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Durations of time

I can tell and write the time to five minutes, including quarter past / to the hour and show these times.

Calculation review / problem solving

I can solve problems involving multiplication and division,.

Key Vocabulary: Direction, turns, angles, right angle, quarter, half, clockwise/anti, addition, subtraction, arrays, repeated addition.

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We are... A Community (PSHE): Key Skills and Knowledge:

- Demonstrate simple ways of giving positive feedback to others.
- Recognise the range of feelings that are associated with lose and being reunited.
- Identify/ describe different stages of growth (e.g. baby, child, teenager, adult).
- Name the parts and explain genitals help to make babies
- Know that you are not allowed to touch someone's belongings without permission.
- Give examples of different types of private information.
- How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid. (Hazard, scald, burn, safe, care, accident)

Key Vocabulary: help, 999, growing, risk, testicles, nervous, supportive

We are... Coders (Computing): Key Skills and Knowledge: Coding

- To understand what an algorithm is. -To create a computer program using an algorithm.
- To create a program using a given design. -To understand the collision detection event.
- To understand that algorithms follow a sequence. -To design an algorithm that follows a timed sequence. -To understand that different objects have different properties.
- To understand what different events do in code. -To understand the function of buttons in a program.
- To understand and debug simple programs

Vocabulary: Action, algorithm, background, bug, button, command, debug,

We are... Designers: Key Skills and Knowledge:

- Designing:** • I can think of ideas/ explain them in different ways • I can describe my design using pictures, words, models, diagrams. • I can use knowledge of existing lighthouses to produce ideas.
- Making:** • I can join materials/components together in different ways • I can measure, mark out, cut and shape materials and components, with support. • I can choose suitable materials/ explain choices. depending on characteristics. • use finishing techniques to make products look good.
- Evaluating:** • I can talk about existing products considering: use, materials, how they work, audience, where they might be used; and express my personal opinion • I can describe what went well, thinking about design criteria. **Key Vocabulary:** stronger, stiffer, structure, component, Plan, Prepare, Design, Material, Model, Development, Fix, Glue, Attach,

We are... Theologians (RE): Ultimate Questions Key Skills and Knowledge:

Ask and answer a range of how and why questions about belonging:

- Big Questions about God: Where is God? Who made the world? What might heaven be like? What do Christians believe about how the world was made?
- Thanks Question: How do different religions say thank you to God?
- Responsibility Question: How do we live together happily and responsibly for our world? How do we show respect for all faiths and religions? How can we raise awareness of different beliefs?
- Community: What celebrations do we have within school? What celebrations do you have at home?
- Cultures: How do we know that people come from different religions? Or have different beliefs and traditions? (Revision of the year)

Key Vocabulary: All vocabulary from across the year, using it in context to consolidate knowledge.

We are... Geographers: Key Skills and Knowledge:

- I can name and locate seas surrounding the UK.
- I can name and locate the 5 oceans.
- I can describe how erosion has effected an area

Key Vocabulary: Ocean, sea, Arctic ocean, Atlantic ocean, Indian ocean, Pacific ocean, Southern ocean, English Channel, Irish Sea, North Sea, Weather, erosion, rock, wind, water, waves, cliff, Fieldwork, observation, data, Equator, Northern hemisphere, Southern hemisphere,

We are... Musicians: Key Skills and Knowledge:

- **Continued from Autumn 1. Playing:** Name and treat instruments carefully, Learn to play and perform with a steady pulse from memory an appropriate instrumental part base on style of a song. Listen to/follow a leader. Learn the names of the notes and untuned percussion instruments.
 - **Improvisation:** To develop an understanding of what it is and how. To use the body, voice or instruments to improvise and that it is uniquely theirs.
 - **Composition:** To know that it's like writing a story with music. Help create a simple melody using 4-5 notes and how to write them down and how to change/evolve the piece
 - **Performance:** To know that it is sharing music an audience, why and when we perform and who can be part of an audience. To perform up to 5 songs in front of an audience.
- Key Vocabulary:** vocabulary from across the year, using it in context to consolidate knowledge.

We are... Artists: Key Skills and Knowledge: Drawing:

- I know the difference between a straight and curved line and can draw these using different mediums.
- I can change the different pressures on pencils in drawings.
- I can understand what smudging, blending and adding detail means and can use these to improve their work.

Collage

- Arrange and glue a variety of materials on to backgrounds for a specific purpose.
- Fold, crumple, tear and overlap papers.
- Create, select and use a range of media to create an image for a specific purpose.
- Use different kinds of media to embellish and add details on their collage and explain what effect this has

Artist:

- I can describe similarities and differences between artwork on a common theme.
- I can study the work of different artists
- I can talk about the work of an artist and what I like and dislike, and why.
- I can explore different crafts and artists linking to their own work.

Key Vocabulary: Collage, fold, overlap, embellish, thick, thin, sketch, shape, colour, straight, curved, smudge, shade, layer, blend, tone,