



Year: 2

Term: Summer 2

Whole School Theme: Tomorrow's World

ART

- Add white to colours to make tints and black to colours to make tones.
 - Create colour wheels.
- Use thick and thin brushes.
- Paint lighthouses in the style of Edward Hopper artist study.
- Weave to create a pattern (basket)
- Make a basket handle - plaiting

DESIGN AND TECHNOLOGY

Make glove puppets to re-tell the story The Lighthouse Keeper's Lunch

- Shape textiles using templates.
 - Join textiles using running stitch.
 - Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).
 - Design products that have a clear purpose and an intended user.
 - Make products, refining the design as work progresses.
 - Explore objects and designs to identify likes and dislikes of the designs.
 - Suggest improvements to existing designs.
 - Explore how products have been created.
- Use software to design (puppets)

ENGLISH

- Character descriptions – characters from Lighthouse Keepers Lunch
- Reviews of books by the same author
- SPAG – exclamations
- Poetry – vocabulary building, alliteration, rhyming words
- Recounts of real events – our trip to the beach

COMPUTING

- Algorithms
- Scratch

MUSIC

Sea Shanties

- Take part in singing, accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Imitate changes in pitch.



COASTS

Hook into learning:

The seagulls have eaten our lunch – what can we do to stop them!?

Topic Finale:

Frinton Beach

Community Lunch for Year 2 families

MATHS

- Problem solving using place value
- Division
- Properties of 2D and 3D shapes

SCIENCE

Habitats

- Identify that most living things live in habitats to which they are suited and 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 microhabitats
- 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.
- Investigate how human activity has affected the seas and oceans.

GEOGRAPHY

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Use basic geographical vocabulary to refer to:
 - Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
 - Key human features, including: city, town, village, factory, farm, house, office and shop.