

**½ Term 1**

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
Ice creams Materials Melting	Paint shells / stones Sand sculptures	Lighthouses with pulleys	Different Places Journeys Rivers, seas and oceans	History of seaside holidays Paccitos – local family study Grace Darling	Saltburn Physical features of the coast Local lifeboat links	Water safety  Safety – know potential dangers in different environments	We are detectives	What can we learn from visiting a Church?	OAA (Unit 19)  Gymnastics (Unit 5/6)
Literacy Links									
Lucy and Tom go to the seaside  Tiddler		Lighthouse Keepers lunch Explanation texts		Writing postcards	Recount of visit	Rainbow Fish Instructions		Recount writing	
Numeracy Links									
	Sharing shells	Shell jewellery Repeating patterns							

**½ Term 2**

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
Materials		Boats (Floating and Sinking)			Compass points Treasure maps Map making and symbols	Environmental aspects of health education – know that individuals are part of various environments and have some reasonability for their care.	We are treasure hunters (programmable toys)	What can we learn from the story of a Saint?	Athletics (Unit 17)  Dance (Unit 1/2) At the Seaside
Literacy Links									
					Pirate stories				
Numeracy Links									
					Map work				

**Medium Term Planning: Summer Term Year Group 1 / 2 Rolling Programme: Year 2 THEME: AHOY THERE MATEY – WE'RE ALL GOING ON A SUMMER HOLIDAY**

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
<p>Ice creams Materials Melting</p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul>	<p>Paint shells / stones Sand sculptures</p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<p>Lighthouses with pulleys Boats (Floating and Sinking)</p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Select from and use a range of materials, textiles and ingredients according to their characteristics</li> <li>Select from and use a range of tools and equipment to perform practical tasks (for cutting, joining etc)</li> <li>Explore and use mechanisms in their products</li> <li>Evaluate their ideas and products against design criteria</li> </ul>	<p>Different Places Journeys Rivers, seas and oceans</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <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 inter-related dimensions of music.</li> </ul>	<p>History of seaside holidays Paccitos – local family study Grace Darling</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate this will be used to reveal aspects of change in national life</li> <li>Significant historical events, people and places in their own locality</li> </ul>	<p>Saltburn visit Physical features of the coast Local lifeboat links Compass points Treasure maps Map making and symbols</p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>Use simple compass directions (N,S,E,W) and locational / directional language (near, far, left, right) 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</li> <li>Devise a simple map and use and construct basic symbols in a key</li> <li>Use vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation Use vocab to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>Water safety</li> <li>To know potential dangers in different environments – water safety.</li> <li>To know that individuals are part of various environments and have some responsibility for their care; develop an understanding of how and why rules are made concerning the school and other environments.</li> </ul>	<p>We are treasure hunters (programmable toys)</p> <ul style="list-style-type: none"> <li>Use logical reasoning to predict the behaviour of simple programs</li> <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>Identify main features of a church.</li> <li>Understand the need to show respect for other people and places of worship.</li> <li>Experience and describe the atmosphere of a church.</li> <li>Identify some of the artefacts in a church.</li> <li>Make connections between the features of a church and artefacts and the way they are used by Christians.</li> <li>Identify the parts of a church they think are important and begin to consider why.</li> <li>Give simple explanations about why and how the building is special to Christians.</li> <li>Begin to consider how and why people pray.</li> <li>Understand the impact of religious faith on a person.</li> <li>Explore how the way he/she lived showed faith in God.</li> <li>Understand how the faith of the person affected / still affects the lives of other people.</li> <li>Respond to stories of faith.</li> </ul>	<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> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>