



## All at Sea!

### Learning Theme Intent

We have chosen the sea as a stimulus for our final topic this year. The beach is part of our Local Area so many children enjoy visiting and experiencing the seashore on a regular basis and are familiar with this environment. This topic features new learning that has more challenging aspects for the children so we have chosen to do these topics in the final part of the year now that the children have matured, can work more independently and can apply skills that they have already learnt to help develop their understanding in these new areas of learning. We have chosen habitats as the Science Topic at the time of the year when children can go out and about in the local environment to experience habitats first hand to help with their understanding. We also feel that this aspect of Science is a natural progression from the Animals work in the last term as this unit allows the children to build upon some of the key learning and discussion points from last term. We have linked the work on lighthouses, Grace Darling and Captain Cook to this topic as they fit in well with the All at Sea theme and our book series focus is the Lighthouse Keeper books.

### English – National Curriculum and skills

#### Composition

write sentences by:

- Saying out loud what they are going to write about.
- Compose a sentence orally before writing it.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read their writing aloud clearly enough to be heard by their peers and the teacher.

#### Handwriting and Presentation

- Sit correctly at a table, holding a pencil comfortably and correctly

### Overview

We use the Lighthouse Keeper stories this term to provide a stimulus for our writing tasks, motivate writing and provide a strong purpose and audience for the writing that the children complete. As always, we find the 'book series' approach very successful and valuable for developing children's writing and for linking the writing tasks directly to the reading activities. It particularly helps to develop children's use of higher order vocabulary and encourages them to write in the style of a particular author. This topic starts with an introduction to lighthouses, which is the setting for the stories. The children then hear more of the stories before writing an information page to summarise the stories in the series. We find that summarising stories is always a challenging task for children to do. And it also helps children to show their knowledge and understanding of the story events and the correct



- Begin to form lower-case letters in the correct direction

**Vocabulary, grammar & punctuation**

- Leave finger spaces between words.
- Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Begin to use simple adjectives.
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently, including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

**Spelling**

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]

order that they happen in. We then move onto a character description about Mr Grinling to show their understanding of the character. They then write a letter to revisit this genre from the previous term with less adult input and Guided writing and more independent writing. Once this is established, the children are ready to create their own character with similar qualities to Mr Grinling so that they can also be a good lighthouse keeper and look after the lighthouse while Mr Grinling goes away on holiday. They then write a story about what happens when Mr Grinling is away on holiday using the boxed up planning, story mountain format and editing and feedback skills that we have developed across the year already. We then move onto reading and performing some Seaside Poems, which builds upon our previous work on poetry in the Spring Term. Children learn how to become more confident with identifying rhyme and then writing their own verse/poem when they are ready. In SPAG we use this term to firstly revisit some punctuation skills as we find that children need extra time to polish these skills in order to apply them in their writing more consistently. We then revise the other units of SPAG from across the year. In Handwriting the children learn the more challenging joining skills and in spellings we have chosen the most challenging spelling patterns to come at the end of the unit alongside consolidating some of the other spelling patterns that have been taught in the SPAG sessions earlier in the year.



<ul style="list-style-type: none"> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	
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<b>Maths – National Curriculum and skills</b>	<b>Overview</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> <p>Revision of other Maths units from the previous 2 terms. Focus on consolidating units with misconceptions that are evident from SATs tests.</p>	<p>In this term we start by completing the new learning of Shapes and then, after a few weeks of revision, all of the Y2 Maths Curriculum is complete in time for the SATs tests. We use the information from the SATs tests to choose aspects of Maths that the children have found challenging and still have misconceptions in to readdress before they move up to Y3. In order to do this fairly across each units I have organised the remaining weeks to allow a week on each of the topic areas that were taught in the Autumn and Spring terms but if some aspects require more time or less time depending on what the SATs tests analysis show then time can be flexible where required. During this time we also focus on learning the 2,5 and 10 Times tables fluently as well as the corresponding division facts in order to fully prepare the children for Y3. Feedback from KS2 staff was that children find it challenging to learn all their tables by the end of Y4 s if we can begin this earlier then it will help children. We also hope that this will give the children a better understanding of what a times table is when they leave Y2 compared to in previous years when we did not have this as a focus. We have a times table challenge where children have to recite the table and then answer random questions about it before</p>



they move onto the next one. Children are given a prize when they pass all 3 levels in order to motivate and encourage them to learn them.

Science – National Curriculum and skills

Overview

Living things and their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- 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 micro-habitats.

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.

We start the topic by revising the Animal and their babies work from last term which gives us the opportunity to revise some of the key concepts such as animal names and how they change and grow. We then move onto where animals live and introduce and define the terms habitats and microhabitat. Once this has been understood we then learn about a different range of habitats, starting with the familiarity of the Seashore from The Lighthouse Keeper stories and then moving onto more potentially unfamiliar habitats such as a rainforest, woodland and ocean. We use the familiar Marketplace activity from the previous terms to introduce and share the new information that is learnt. We then go into our local environment to investigate some different habitats and collect things in these habitats on a collection strip. This was an activity that we completed on a field trip a few years ago and worked really well to get children talking about what is in a habitat, why it is there and why the specific habitat is chosen by various animals. The next part of the topic focuses on learning about what living, not living and never been alive means. We have chosen to do this learning at this point as by now children should have a good understanding of animals, how they change and grow, what they eat and where they live which should make them be able to understand the concept more easily. This is similar for the work on food chains which is the final part of the topic and needs the broad range of the whole of the animals unit and the habitats unit in order to help the children gain a full and deep understanding of this



	<p>concept. We finish the unit with an animals booklet to share the information that they have learnt about animals and assess what they have understood from the unit. The children enjoy the booklet tasks and the open ended aspect of the activity means that it can be accessed by all children and easily shows the differentiated aspects of understanding that the children have gained.</p>
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History – National Curriculum and skills	Overview
<ul style="list-style-type: none"> <li>• <b>Local History:</b> Seaside</li> <li>• <b>Significant individuals:</b> Captain Cook</li> </ul>	<p>We decided to start with History work this term to establish an understanding of lighthouse and the history of lighthouses. We then move onto learning about the life of a significant individual - Grace Darling once their understanding of lighthouse and the Sea has been embedded during the first part of the history topic and also through their English work about the Lighthouse Keeper stories.</p>

Geography – National Curriculum and skills	Overview
<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use simple compass directions (North, South, East and West) and locational, directional language (e.g. near and far, left and right), to describe the location of features and routes on a map.</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<p>After the History work we then use the Geography topic to investigate about Captain Cook and this also allows for the continents and oceans in the world to be taught.</p>

Design and Technology - National Curriculum and skills	Overview
<p><b>Technical knowledge:</b> Structures: : Lighthouses Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p><b>Cooking and nutrition</b></p>	<p>The children make a Lighthouse to link into the History work. This provides an opportunity for children to plan, build and evaluate a structure and use skills such as cutting, painting, using templates and</p>



*Use the basic principles of a healthy and varied diet to prepare dishes.*  
Understand where food comes from.

sticking. They also plan, create and evaluate a healthy fruit salad to enjoy at the Seaside.

**Art and Design - National Curriculum and skills**

**Painting** - Colour and Seascapes  
**Patterns**

**Overview**

This topic further develops the painting and drawing skills that have been learnt earlier in the year and also helps to develop children’s understanding of the seashore.  
The pattern skills are developed through studying aboriginal art as part of our work on Captain Cook.

**Music - National Curriculum and skills**

**Listening and understanding music**  
Listen with concentration and understanding to a range of high-quality live and recorded music  
**Voices**  
Use their voices expressively and creatively by singing songs and speaking chants and rhymes  
**Instruments**  
Play tuned and untuned instruments musically  
**Experimenting**  
Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Overview**

Charanga Unit – Friendship Song  
This is a song about being friends.  
  
These lessons include Listen & Appraise apps; Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!  
  
(See online Charanga planning tool for more information).



PE - National Curriculum and skills	Overview
<p>Games</p> <p>Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p><b>Games</b></p> <p><b>Core Task: Games Equipment Carousel</b></p> <p>Beanbags</p> <p>Throwing/Catching/Collecting</p> <p>Balls</p> <p>Throwing/Catching/Kicking</p> <p>Team Game – Kighmarda</p> <p>Sports Day Preparation</p> <p>Team Games – Hockey Dribbling, Skipping, Sack Race</p> <p>Making own Game</p> <p><b>Core Task: Games Equipment Carousel</b></p>

Other Subjects	Overview
<p>RSHE</p> <p>Keeping Safe and Looking after myself (Private Parts)</p> <ul style="list-style-type: none"> <li>• Which parts of my body are private?</li> <li>• When is it ok to let someone touch me?</li> <li>• How can I say 'no' if I don't want someone to touch me?</li> <li>• Who should I tell if someone wants to touch my private parts?</li> </ul> <p>My body and my health (Diseases and Medicines locked away) / Living in our World (Spending and Saving Money)</p> <ul style="list-style-type: none"> <li>• How can I help stop diseases spreading in school?</li> <li>• Why are medicines locked away and why can't we take other people's medicines?</li> <li>• What do we like to spend our money on and how can we keep it safe?</li> <li>• Why is saving a good idea?</li> </ul>	<p>Use of Circle Time activities, Yasmine and Tom lessons, Road safety activities, CEOP videos, stories and videos to teach these RSHE objectives.</p>



<p>Computing</p> <p><b>E-safety</b> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>Algorithms and programming</b> Understand what algorithms are;</p> <ul style="list-style-type: none"> <li>• how they are implemented as programs on digital device;</li> <li>• and that programs execute by following precise and unambiguous instructions.</li> </ul> <p>Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Use of Coding Purple Mash Activities</p> <p>NB – Online safety is taught during RSHE lessons but applied and discussed through use of 2 Simple passwords and login security etc.</p>
<p>RE</p> <p>What can we learn from visiting a church? What can we learn from the story of a Saint?</p>	<p>Children to learn about a church and why it is special to Christians. Children learn what a Saint is, why they are special to Christians and listen to, discuss and write about stories about Saints.</p>

Key Questions	Wider Experiences	Vocabulary
<p>What is a lighthouse? Who is Grace Darling? Who is Captain Cook? What are the Continents and Oceans in the world?</p>	<p>Visit to Hartlepool Marina</p>	<p>Lighthouse, Continents of the world, Oceans of the world, Captain Cook, country names, animal habitat names, animal names.</p>