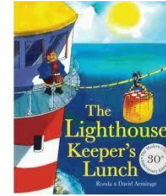
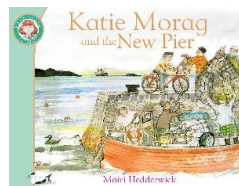


## In Literacy the children will:

- Write for different purposes.
- Look at range of stories set on the coast - including "The Lighthouse Keeper's Lunch" - Ronda and David Armitage and "Katie Morag and the New Pier" - Mairi Hedderwick
- Write descriptions
- Write narratives
- Write a persuasive letter.
- Plan or say out loud what they are going to write about.
- Be aware of the difference between spoken and written language
- Publish work.
- Continue to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear in their performance.
- Recognise simple recurring literary language in stories and poetry.



## In Science the children will:

### Mini Topic - Uses of Materials

- Learn about materials and their properties.
- Identify and classify materials and describe the properties that make them suitable or unsuitable for a specific use.
- Learn how materials can be shaped by bending, stretching, twisting and squashing and carry out a simple comparative test.
- Draw labelled diagrams.
- Investigate different paper types, comparing them for strength, texture and absorbency.
- Learn how to live more sustainably and generate scientific questions linked to materials, recycling and sustainability.

### Mini Topic - Plant Survival

- Learn about the different parts of plants and trees.
- Observe seasonal changes in plants.
- Identify and classify the plants growing in our local area.
- Conduct a simple comparative test to find out what seeds need to germinate and observe changes over time.
- Predict the needs of plants.
- Test what plants need to grow.
- Observe how grass grows with and without light and water.
- Explore variation in plants' needs by asking questions and researching unusual plants, such as carnivorous plants, succulents and aquatic plants.

## In Maths the children will:

### Multiplication and Division

- Use repeated addition to recognise, make and add equal groups.
- Use arrays.
- Understand what the X symbol means.
- Be able to understand and use the 2, 5 and 10 times tables.
- Use sharing to make equal groups.
- Be able to divide by 2, 5 and 10.
- Recognise odd and even numbers.

### Statistics

- Keep/Make a tally chart
- Use, draw and interpret pictograms and block diagrams.



### Geometry

- Recognise 2-D and 3-D shapes
- Count sides and vertices of 2-D shapes
- Recognise vertical lines of symmetry
- Count sides, edges and vertices of 3-D shapes
- Sort 2-D and 3-D shapes
- Make patterns with 2-D and 3-D shapes

### Number

- Recognise and find a half, quarter and third
- Use unit and non-unit fractions
- Recognise equivalence in fractions
- Count in fractions
- Problem solve using fractions

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## In Religious Education the children will:

- Show respect and openness when discussing their own and others' religious traditions
- Learn about the Hindu culture, customs, celebrations and festivals (Diwali and Raksha Bandhan).
- Understand that Hindus believe in one God represented through many deities.
- Understand that Hindus have sacred texts and compare them with Christian sacred texts.
- Describe what is found in a Mandir and reflect on the places which are special to us.
- Ask the question - How Do Easter Symbols Help Us To Understand The True Meaning of Easter?
- Learn about the different Christian symbols linked to the Easter Story.

## You can help your child by:

- Reading with them every day and talking about the stories or information books they have read or that **you have read to them.**
- Continuing to support them with their home learning.
- Helping them organise their time effectively and become independent learners.
- Helping them learn their weekly spellings.
- Using everyday opportunities to practise mental maths skills.

Thank You!

### In Geography the children will:

- Study the geographical features of the United Kingdom's coastline.
- Use positional and directional language.
- Use detailed maps of the United Kingdom and use a map key.
- Use cardinal compass points to describe the direction of travel.
- Look at how places change over time.
- Look at how the physical process of coastal erosion is changing the coastline and prevention strategies.
- Study the traditional coastal town of Whitby and explore and identify its human and physical features.
- Learn about Saltwick Nab and learn why it is dangerous.
- Study how and why Whitby's human and physical features have changed from the past to the present.
- Explore the dangers of the coastline and find out about the RNLI.
- Use their knowledge of coastal environments to design a coastal town with a range of human and physical features and describe it by creating a map and key.

### In Art the children will:

#### Mini Topic - Flower Head

- Draw from direct observation, both in and out of the classroom.
- Study floral art from different artists and genres.
- Explore the properties of shape, form, texture, colour and pattern.
- Use a variety of materials to make simple 3D forms.
- Find out about the Japanese artist Yayoi Kusama and her giant flower sculptures

### In Design and Technology the children will:

#### Mini Topic - Beach Hut

- Learn about the methods of strengthening and joining materials.
- Develop their skills to make a frame.
- Design and make a beach hut.

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### In History the children will:

- Learn about people's everyday lives in the past.
- Use images as sources of evidence and make careful observations.
- Describe how aspects of Whitby have changed or stayed the same over time.
- Learn about the significance of the SS Rohilla disaster and the changes made to the RNLI lifeboat fleet as a consequence.
- Learn about Whitby's coastal jobs in the past including shipbuilder, factory worker, fisherman and herring girl.
- Revisit and learn more about the significant discoveries and journeys of explorer Captain James Cook and his impact on the world (Building on knowledge gained in our Movers and Shakers topic from the Autumn term)

### In PSHE the children will:

- Participate in a variety of well-being activities.
- Learn about things they can do to help look after their environment
- Participate in mindfulness activities
- Learn to recognise that not everyone feels the same at the same time, or feels the same about the same things.
- Learn about the people whose job it is to help keep us safe.
- Learn about what to do if there is an accident and someone is hurt
- Learn how to get help in an emergency (how to dial 999 and what to say)
- Learn how to talk about and share their opinions on things that matter to them.
- Learn that everyone has different strengths.

### In Computing the children will:

- Use technology to organise and present ideas
- Save and open files on a device
- Develop an understanding of different types of technology used in and out of school and the benefits they give.

Develop the understanding of the word algorithm by:

- Giving instructions to someone else and following instructions.
- Talk about the order they need to do things to make something happen.
- Programming a robot to do a particular task.



### In Physical Education the children will:

- Develop rugby skills
- Play simple games, following rules
- Work cooperatively with a partner
- Develop how to use available space and show awareness of others
- Perform movements & patterns in response to word and sound stimuli contrasting speed shape direction & level
- Understand that changes occur in the body when exercise is taken
- Show increasing control in performing actions of travelling (eg: jumping, turning, gesture & stillness)