






<p>This half term's topic is The Seaside</p>	<p>Year group- 2</p>	<p>Term – Summer 2</p>	<p>Duration- 7 weeks</p>	<p>Academic year: 2021-2022</p>
<p>Half term topic knowledge organiser</p>				
	<p>Big question </p> <p>How has the seaside changed from Victorian times to now?</p>	<p>Key events</p> <p>21st & 22nd June Chichester Harbour 27th, 28th 29th June Southsea Field Trip</p> <p>Friday 8th July Sports afternoon.</p> <p>Thursday 21st July end of year class party. Finish 1:15pm</p> <p>Friday 22nd July - INSET day</p>	<p>PSHE, SMSC and British Values</p> <p>In this unit of work children will learn about having high aspirations.</p>	<p>Opportunities for 5 R's</p> <p>Responsible - Learning to look after living things Reflective - Thinking about what we have learnt in Y1 Mini beast topic Resourceful - Using what we have learnt in school on our school trips. Resilient - When completing phonics screening.</p>
<p>The big picture </p>	<p>Key vocabulary </p>	<p>Key dates</p>	<p>Homework and what you can practice at home </p>	
<p>The Royal Family helped to popularise trips to the seaside, George III (Queen Victoria's grandad) regularly went to Weymouth between 1789 and 1805. Before 1800 only the very wealthiest people had any leisure time or holidays. Seaside holidays became popular in the Late Victorian times, when there was a growth in the number of Middle-Class people and improved transport particularly railway links to the coast. In 1871, bank holidays began and this meant Victorian people could have a day's holiday and visit the seaside!</p>	<p>Monarchy Seaside Beach Coast Promenade Punch and Judy Bathing machine Carousel Souvenir</p>	<p>KS1 phonics screening (for children who have not passed) 11th July Transition Week Please ensure your child is present for these dates.</p>	<p>Daily reading completed in passports. Daily doodle tasks completed for maths and English. Numbots Edshed</p>	
<p>Key English stimulus</p>	<p>Maths</p>	<p>French</p>	<p>Computing</p>	<p>Religious Education</p>

<ul style="list-style-type: none"> • Persuasive leaflets • Poetry 	<ul style="list-style-type: none"> • Numbers within 1000 • Exploring calculation strategies • Multiplication and division (3X 4X) 	<ul style="list-style-type: none"> • I understand decomposition is breaking objects/processes down • I understand programs follow precise instructions • I can create programs using different digital devices E.g. Bee Bot or ScratchJr on a tablet • I can debug programs of increasing complexity 	<p>This half term we will be studying Hinduism.</p>
History/Geography National Curriculum objectives	Science National Curriculum objectives		Art/Design Technology/music National Curriculum objectives
<p>History -</p> <ul style="list-style-type: none"> • To describe events beyond living memory • To explain changes within living memory. • Recognise the lives of significant individuals in the past who have contributed to National and International achievements (Queen Victoria) <p>Geography -</p> <ul style="list-style-type: none"> • I can name and locate the four countries in the UK. • I can compare where I live to another country • I can compare and contrast the natural and man-made features of a place. • I can use maps, atlases and globes. <p>I can locate hot and cold islands</p>	<p>All around us, there are some things that are alive, some things that are dead, and some things that have never been alive.</p> <p>All living things have certain characteristics that help them to keep alive and healthy.</p> <p>Living things live in habitats that suit them, and which provide for their basic needs.</p> <p>Living things depend on other living things in order to survive.</p>		<p>Art -</p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using texture and form.</p> <p>D&T -</p> <p>Use saws to cut wood to create a deck chair.</p>