

Geography

Why do we love being beside the seaside so much?

- Where are our seashores?
- Where in the world is Whitley Bay?
- How is the seaside different from other places?
- Why do people like to visit the North East coast? Why is it attractive?
- What would we find living at the seaside in Whitley Bay?
- How do people affect the beaches along the North East coast?
- Why is it important that seaside environments are conserved?

PSHE

Children will think about:

- Desert island
- Navigation
- The environment

Art

Painting and mixed media- life in colour

Children will:

- Develop knowledge of colour mixing
- Know how texture can be created with paint
- Use paint to explore texture and pattern
- Compose a collage, choosing and arranging materials for affect
- Evaluate and improve artwork

Pitmen painters

RE

Buddhism

Children will discuss:

- How do Buddhists show their beliefs?

Music

Reflect, rewind and replay

Children will:

- Perform to an audience
- Listen and appraise
- Improvise and compose

Science

Living things and their habitats

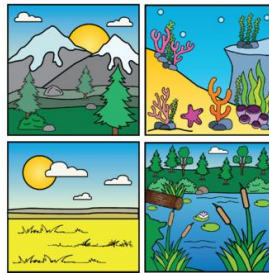
- Explore and compare the differences between things that are living, dead and that have never been alive
- Identify that most living things live in habitats which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend 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

Plants

- Observe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Summer 1 Year 2

Habitats and homes



PE

Net/wall games

- Understand hitting, kicking and/or rolling
- Staying within a 'zone' during a game
- Tactics
- Following rules

Skipping

- Varying individual and group skipping skills to perform in the North Tyneside Skipping Festival.

Computing

Making music

- How music makes us feel
- Rhythms and patterns
- How music can be used
- Notes and tempo
- Creating digital music
- Reviewing and editing music

E-Safety

- I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).
- I can explain who I should ask before sharing things about myself or others online.
- I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.
- I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.
- I can identify who can help me if something happens online without my consent.
- I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.
- I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online