

Geography

Why do we love being beside the seaside so much?

- Where are our seasides?
- 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?
- 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
- Environment
- Dealing with loss

Music

Friendship song

Children will:

- Perform to an audience
- Listen and appraise a range of South African music
- Improvise and compose

Art

Sculpture and 3D- clay houses

Children will:

- Explore clay
- Create pinch pots
- Apply skills in clay
- Design a tile
- Create a house tile

RE

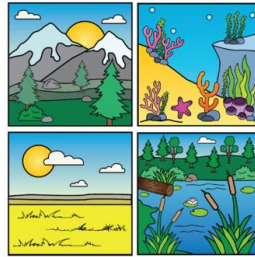
Buddhism

Children will discuss:

- How do Buddhists show their beliefs?
- Worship in the home
- Introduction to meditation as a form of Buddhist worship
- Symbols and aids to worship
- How ordinary people who are Buddhists behave
- Belonging and commitment
- The importance of the Buddhist community

Summer 1 Year 2

Habitats and homes



PE

Net/wall games

- Use hitting, kicking and/or rolling in a game
- Stay in a 'zone' during a game
- Using one tactic in a game
- Following rules

Skipping

- Single bounce
- Double bounce
- Side straddle
- Side swing
- Hop and swap
- Team skip

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 a habitat 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 microhabitats
- 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

- Seeds and bulbs
- Observing plants

Computing

Creating media- digital 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

- Give examples of how someone might use technology to communicate with others they don't know offline and explain why this might be risky
- Explain who I should ask before sharing things about myself or others online
- Describe different ways to ask for, give or deny my permission online and can identify who can help me if I am not sure
- 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 pressure to agree to something I am unsure about or don't want to do
- Identify who can help me if something happens online without my consent