



Ambition - Community - Equality

ELMS FARM PRIMARY SCHOOL CURRICULUM

<b>Topic: Why do we visit the seaside?</b>	
<b>Year Group: 2</b>	<b>Term: Summer 1 and 2</b>
Ambition: Learn about architects designing/ inventing new ways to travel	
Community: Learn about how we can travel from one community to another	
Equality: Visit places of interest to gain first-hand experiences and to bring their learning to life Develop an appreciation for culture and the arts from the UK	

**Links to Prior Learning**

Y1 – Making sculptures from clay

Y1/2 – Human and physical features

Y1/2 – Learning about significant historical figures

Y1/2 – Learning about changes in national life

**Writing Opportunities Through Topic Lessons**

Write an information text about seaside holidays past and present (beach, entertainments and transport)

Write a biography of Isambard Kingdom Brunel/Richard Branson

Write a postcard from Weston-Super-Mare telling the recipient about its landmarks (human and physical features)

Write captions to accompany a timeline about the developments in travel for leisure activities

RE: Write a list poem about the beauty of the natural world – John Rutter song For the Beauty of the Earth stimulus

Sum 1  
History  
Independent hot task  
Diary: A day in the life of a Victorian Child

Sum 2  
Independent hot task  
Geography  
Leaflet: Weston-Super-Mare

**Key Texts**

Big Al  
Andrew Clements

Traction Man and The Beach Odyssey  
Mini Grey

The Heart and the Bottle  
Oliver Jeffers

Clean Up  
Nathan Bryon

Victorian Seaside Holidays  
Mandy Ross

Holiday Brochures

Sand from Seaside Poems:  
Oxford Reading Tree

The Owl and the Pussy Cat  
Edward Lear

Jack and the Beanstalk

Secret Sky Garden  
Linda Sarah



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## Key Vocabulary

**History**  
Briton, compare,  
famous, steam engine,  
passenger train, space  
tourism

**Geography**  
human, physical,  
features, port, harbour,  
coast, sea, ocean,  
beach, cliff, landmark,  
direction, north, south,  
east, west, map, plan  
view, sketch map

**DT**  
join, fix, sewing  
needles, template,  
fabric, cutting out,  
sewing, needle,  
running stitch,  
gluing, seam, stitch,  
thread

**Art**  
Sum 1 - observation,  
tone, light, dark,  
sharp, shadow,  
experiment, mood  
  
Sum 2  
3-dimensional,  
sculpture, design,  
combine, firm, detail,  
secure, temporary

**Computing Sum 1**  
Information  
Technology, devices,  
network

**Computing Sum 2**  
Common attribute,  
data, chart, graph,  
pictogram, tally  
chart, compare

## Projects

**Sum 1 Art project:**  
Painting (paint a  
seascape with a  
background using  
different tones)

**Sum 2 Art project:**  
Making sand sculptures  
(field trip to Weston-  
Super-Mare)

**DT project:**  
Create a seaside  
themed puppet for a  
puppet show



## Concrete Knowledge

### History

- Know about a famous person and explain how they improved people's lives in the past (Brunel and Richard Branson)

### Geography

- Know that the ocean is larger than the sea
- Know that the coast is where the land and sea meet Know: coast, sea, beach, cliff, ocean, port and harbour and identify in aerial images
- Know a range of human and physical features (all features named in the NC for KS1)
- *Know the 4 compass points*
- Know the names of the 5 oceans
- Ed. visit follow up: Write a postcard and make a model of physical features observed (coast, sea, beach, cliffs)

### Art Sum 1

- Know how to create brown with paint
- Know how to use black and white to create different tones
- Know the features of Turner's work (-Focus on colour and lighting, -creating a mood from the painting)

### Art Sum 2

- Know the features of Harkin's work (- creating a 3D illusion, -using textures of the sand to create form and space, -using line to create 3D effect)

### DT

- Know the names of different stitches (running stitch) and sewing equipment (sewing needle, cotton)
- Know that a 3-D textiles product can be assembled from two identical fabric shapes



## Skill Progression

### History

- I can research the life of a famous Briton from the past using different resources (Brunel and Richard Branson)
- I can recall information that I have learned about the past (recap information learned across the key stage)
- I can compare different aspects of life in different periods
- (holidays/travel past and present – link to Brunel and Branson)
- I can discuss the reliability of photos/stories

### Geography

- I can use the compass points to describe the location of human and physical features on a simple map
- I can use an atlas to locate the world's oceans
- I can make a simple map of the Weston-Super-Mare and use basic symbols to construct a key (after fieldwork)

### Art Sum 1

- I can mix paint to create the different tones
- I can mix paint to create brown
- I can make observational sketches
- I can use a piece of artwork as a starting point

### Art Sum 2

- I can experiment with my ideas to draw a design
- I can use sand and water to create 3D shapes
- I can use line to add detail
- I can use a piece of artwork as a starting point

### DT design

- I can describe who and what my product is for
- I can say how I will make my product suitable for the user
- I can use my knowledge of existing products to help come up with my own ideas and develop these through talking and drawing
- I can use given design criteria to develop my ideas
- I can model ideas by exploring materials and components and construction kits and by making a mock-up

### DT Make

- I can model ideas by exploring materials and components and by making templates and mock-ups
- I can plan by suggesting what to do next
- I can select from a range of tools, materials and components according to their characteristics (needles, staples and sticky tape – a wider range than year 1) and explain my choices

### DT Evaluate

- I can make simple judgements about my product and ideas against design criteria and suggest how it could be improved
- I can make simple judgements about their products and ideas against design criteria
- I can evaluate existing products by saying what I like and dislike about them, who and what the product is for, how the product works and how and where they might be used
- I can identify what materials products are made from



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**Computing Summer 1 - Teach Computing Information Technology Around Us**

- I can identify examples of computers and describe some of their uses
- I can identify examples of IT and their uses
- I can identify that some IT can be used in more than one way
- I can sort IT by where it is found
- I can demonstrate how IT devices work together
- I can say how rules can help keep me safe
- I can talk about different rules for using IT
- I can identify the choices that I make when using IT

**Computing Summer 2 Teach Computing - Pictograms Project: Maths/science**

Make a survey about the seaside

- I can compare totals in a tally chart
- I can record data in a tally chart using a common attribute
- I can use pictograms to answer simple questions about objects ( 'more than'/'less than' and 'most/least' questions about an attribute)
- I can use a tally chart to create a pictogram
- I can collect the data I need
- I can create a pictogram and draw conclusions from it
- I can give simple examples of why information should not be shared

**Science, Music, R.E., PSHE and P.E. units**

<b>Science Sum 1</b> Plants	<b>Science Sum 2</b> Scientists and inventors	<b>Music Sum 1</b> Orchestral instruments (continued from previous half term)	<b>Music Sum 2</b> On this Island: British songs and sounds
<b>R.E. Sum 1</b> Being silent and attentive to, cultivating a sense for the sacred and transcendent Being reflective and self-critical	<b>R.E. Sum 2</b> Being imaginative and explorative Appreciating beauty	<b>PSHE Sum 1</b> Keeping myself safe	<b>PSHE Sum 2</b> My family and me
<b>P.E. Sum 1</b> Athletics CT: Target games	<b>P.E. Sum 2</b> Striking and fielding CT: Tri-golf	<b>E-safety</b> Privacy and security  Copyright and ownership	

**Maths in Context**

Measuring to make a puppet	Directional vocabulary during map work	Graphs and pictograms in computing	
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**Cultural Capital**

Self-control and self-discipline	Adaptability & Resilience	Taking responsibility	Self-reflection
Our place in the world	Ambition	Care and respect	Appreciation
Livelihood	Communication	Cultural diversity and equality	Technological advancements

**Cultural and Artistic Icons**

John Rutter (For the Beauty of the Earth – song RE)	James Harkins	Brunel	Richard Branson
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**Health Education, Money Management, Environmental Education**

Know and recognise safe and unsafe situations	Understand how to look after the seaside environment		
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**Rights Respecting**

Article 30: Every child has the right to play and relax	Wider links Article 29 Right to develop talents	Wider links Article 28 Right to a good quality education	
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**Enrichment experiences and Community Involvement**

Visit to Weston-Super-Mare	Residential to Dodford	Sports day	
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