



# **Curriculum Framework for Year 2**

# The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

<b>English</b>	Programmes of Study for: <ul style="list-style-type: none"><li>• Year One</li><li>• Year Two,</li><li>• “Lower Key Stage Two” (by the end of Year Four)</li><li>• “Upper Key Stage Two” (by the end of Year Six)</li><li>• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation</li></ul>
<b>Maths</b>	Programmes of Study for each group from Years One to Six
<b>Science</b>	Programmes of Study for each group from Years One to Six
<b>All other National Curriculum Subjects</b>	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

## How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

### 1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

### 2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in

the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

### **3. Our Question Boards**

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

## **A Personalised Curriculum for Your Child**

Precise learning objectives are differentiated according to each child's next steps in their learning. You can find out more detail about your child's next steps in learning by coming to the Parents' Evening Meetings in the Autumn and Spring terms, from your child's Annual Written Report in the Summer Term and by making an appointment with your child's class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

# Our Curriculum for Year 2 for the First Half of Autumn Term

## Context for Learning: The Great Fire of London

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy		<p><b>Report Writing</b> We will read a variety of non-chronological reports about the Great Fire of London and discuss their features. Children will identify some of the technical terms needed to discuss report texts including: diagram, heading, key phrase, key word, layout, non-chronological, sub-heading.</p> <p><b>Different stories by the same author – Allan Ahlberg</b> Children select a character created by one of the authors they have read. Discuss/role-play what that character would do in a particular situation and note ideas for a story plan. Children write a sustained story about this character. Demonstrate how to include dialogue and detail to expand the story and sustain the reader's interest.</p> <p><b>Recount</b> We will be writing recounts based on visits from the local Fire Station/ History Off the Page. We will be looking at the use of time connectives, past tense and using view point to add extra detail.</p>
Mathematics		<p><b>NPV Number and place value</b> Estimate and count a number of objects up to 100; locate numbers on 0–100 beaded lines and 1–100 squares; compare pairs of numbers and find a number in between; order three numbers, order 2-digit numbers. Begin to mark numbers on a landmarked line, compare and order numbers, using &lt; and &gt; signs, find 1 and 10 more or less using the 100-square, find 10 more and 10 less than any 2-digit number</p> <p><b>MAS Mental addition and subtraction</b> Revise number bonds to 6, 7, 8, 9 and 10; know number bonds to 10 and begin to learn related subtraction facts; know multiple of 10 number bonds to 100, learn bonds to 20, rehearse number bonds to 10 and 20 using stories</p> <p><b>MMD Mental multiplication and division</b> <b>MAS Mental addition and subtraction</b> Double numbers to double 15, use patterns in number bonds, use number bonds to solve more difficult additions, to subtract and to solve additions bridging 10</p> <p><b>GPS Geometry: properties of shapes, STA - Statistics</b> Sort 2D shapes according to symmetry properties using Venn diagrams, identify right angles and sort shapes using Venn diagrams, recognise squares, rectangles, circles, triangles, ovals and hexagons and discover which tessellate, sort shapes and objects using a two-way Carroll diagram</p>

<b>Science</b>	Everyday Materials	We will identify and compare the suitability of a variety of everyday materials including wood, metals, plastics, glass, bricks, rock, paper and cardboard for particular uses.
<b>Computing</b>		E-Safety and maintaining privacy on the internet.
<b>Art and Design</b>		We will create silhouette landscapes of a burning London with poster paints using sponging and pulling techniques. We will also explore gradient and shading using charcoal to create a picture of St Paul's Cathedral.
<b>Music</b>		Charanga music scheme unit – Hands, Feet and Heart – South African style music and freedom songs.
<b>Design and Technology</b>		We will be designing, making and evaluating a Stuart-era house with hinges and sliders using junk modelling.
<b>History</b>	The Great Fire of London	We will be learning about The Great Fire of London and Samuel Pepys, and what we can learn about the past from his diary entries. We will also have an activity day with 'History Off the Page'
<b>Geography</b>		Not taught for this topic
<b>Languages</b>	tbc	
<b>Physical Education</b>	Fire dance  Hockey	Children will explore movement, pace, shape and rhythm to choreograph a dance inspired by fire. Children will develop their basic hockey skills including holding the hockey stick correctly, hitting and striking, dribbling and passing.
<b>PHSE and Citizenship</b>	Beginning and Belonging	Children will take part in discussions about how to make the classroom a safe place where they can learn safely and happily. They will work on building relationships and learn how to cope with new situations. They will be learning to identify adults who can help them.
<b>Religious Education</b>	Christian celebrations	We will be learning about Christian traditions and rituals for births, baptism, weddings and funerals.
<b>Cooking and Nutrition</b>	Jumping Bean Couscous Salad	Children will develop their claw knife technique to cut red peppers and slice spring onions. They will use a lemon squeezer to juice an orange and measure liquids.

<b>Educational Visits/Visitors</b>	History Off the Page – Great Fire of London activity day on Friday 18 <sup>th</sup> Sept Cops and Robbers day – Roleplay and activities related to our literacy unit on Different Stories by the Same Author
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# Our Curriculum for Year 2 for the Second Half of Autumn Term

## Context for Learning: Mexico

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy		<p><b>Instructional writing and Story Telling</b> This term children will develop their instructional writing and story-telling through the text 'How to wash a woolly mammoth' by Michelle Robinson. Children will write their own instructions for how to make a maraca linking with our topic on Mexico and will create their own story using instructions.</p> <p><b>Winter poems</b> Children will explore word patterns and exciting vocabulary choices for poems celebrating the arrival of winter.</p>
Mathematics		<p><b>NPV Number and place value</b> <b>MEA Measurement</b> <b>MAS Mental addition and subtraction</b> Know and use ordinal numbers; Understand that 2-digit numbers are made from some 10s and some 1s; Understand place value using 10p and 1p coins; Find 10p more and 10p less; Find 10 more and 10 less</p> <p><b>MAS Mental addition and subtraction</b> <b>NPV Number and place value</b> Add and subtract 10, 20 and 30 to any 2-digit number; Add and subtract 11, 21, 12 and 22 to any 2-digit number; Solve addition and subtractions by counting on and back in 10s then in 1s</p> <p><b>GPD Geometry: position and direction</b> <b>MEA Measurement</b> Understand and use terms and vocabulary associated with position, direction and movement; Measure lengths using uniform units; Begin to measure in centimetres and metres</p> <p><b>MAS Mental addition and subtraction</b> <b>MMD Mental multiplication and division</b> Add and subtract 2-digit numbers; Add near doubles to double 15; Add several small numbers spotting near doubles or pairs to 10, etc.</p> <p><b>MMD Mental multiplication and division</b> <b>MEA Measurement</b> Count in 2s, 5s and 10s from zero; Count in multiples of 2p, 5p and 10p; Number sequences of 2s, 5s and 10s; Find the totals of coins and ways to make an amount; Use coins to make given amounts of money.</p>
Science		Not taught this topic
Computing		Children will develop their understanding of algorithms, creating and debugging code and using floor roamer robots and apps to create their own batch of code.
Art and Design		Children will explore Mexican traditional art through the context of 'The Day of the Dead', focusing on mark-

		making, patterns and colour schemes.
<b>Music</b>	Christmas production	Children will further develop their singing voice and performance skills through our Christmas production.
<b>Design and Technology</b>	Sewing stockings with felt	Children will research a range of festive decorations, design their own decoration and use sewing and gluing techniques to construct it. Children will evaluate their designs and plan changes for future projects.
<b>History</b>		Not taught this topic
<b>Geography</b>		Children will understand geographical similarities of human and physical geography of Cambridge and a small Mexican town.
<b>Languages</b>		TBC
<b>Physical Education</b>		Children will develop their agility, balance and coordination through gymnastics focusing on varied movement and travelling using floor and wall apparatus. Children will also improve their passing, shooting and travelling skills in football.
<b>PHSE and Citizenship</b>		Children will learn more about personal safety and who they can seek help from. We will also be exploring strategies for preventing bullying as part of Anti-Bullying Week with this year's theme 'Let's end bullying for all'.
<b>Religious Education</b>		Children will learn about Christian stories and ask questions about why some people view them as important life lessons today.
<b>Cooking and Nutrition</b>		Children will learn about basic culinary hygiene practices, healthy eating and knife skills to prepare jumping bean cous cous salad.

<b>Educational Visits/Visitors</b>	Christmas Production Mexican feast Carousel of activities.
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# Our Curriculum for Year 2 for the First Half of Spring Term

## Context for Learning: Florence Nightingale

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy		<p>This half term we will explore a range of non-fiction texts and identify common features for use in their own factual writing about Florence Nightingale.</p> <p>Children will also develop their understanding and use of dictionaries, working on understanding definitions and using alphabetical order.</p> <p>Children will compare stories written by the same author, and develop their use of narrative to write in role.</p>
Mathematics		<p><b>NPV Number and place value</b>  <b>MAS Mental addition and subtraction</b>            Place value and ordering 2-digit numbers; place value additions and subtractions; add and begin to subtract 9, 10 and 11</p> <p><b>MAS Mental addition and subtraction</b>            Revise number bonds to 10; begin to bridge 10; subtract from 10 and 20; use number facts to find the complement to ten; find a difference between two numbers by counting on</p> <p><b>MAS Mental addition and subtraction</b>  <b>MEA Measurement</b>            Rehearse complements to multiples of 10; find differences using a number line; find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20; add two 2-digit numbers by counting on</p> <p><b>GPS Geometry: properties of shapes</b>  <b>GPD Geometry: position and direction</b>  <b>MEA Measurement</b>            Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes; tell the time to the nearest quarter on analogue and digital clocks</p> <p><b>NPV Number and place value</b>            Order 2-digit numbers and revise the &lt; and &gt; signs; locate 2-digit numbers on a landmarked line and grid; round 2-digit numbers to nearest 10; estimate a quantity &lt;100 within a range</p>
Science		Not taught during this topic
Computing		This term children will learn about organising, storing and retrieving data from a hard drive. Children will understand how to edit their work and will begin to use keyboard shortcuts for cut, copy and paste.
Art and Design	Observational drawings Printing	Children will make observational drawings of various fruits and vegetables. They will use a range of media to recreate these images. They will then use mark-making inspired by the patterns found on fruit to design a tile for printing.



<b>Music</b>	Charanga - Zoo time	Children will learn about reggae music and explore pulse, rhythm and pitch for singing and playing percussion instruments.
<b>Design and Technology</b>		Taught through food education.
<b>History</b>		Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements. We will learn about Florence Nightingale's influence on the world of medicine.
<b>Geography</b>	Florence Nightingale in the Crimea	Children will learn about Florence Nightingale's travel to Scutari in the Crimea using world maps, atlases and globes. Children will also develop their understanding of countries surrounding the UK, continents and oceans.
<b>Languages</b>		TBC
<b>Physical Education</b>	Throwing and catching  Football	Children will develop their agility and coordination for throwing and catching, in the context of tennis. Children will learn about kicking and striking skills and how to play as a team.
<b>PHSE and Citizenship</b>	My Emotions	Children will learn how to express their emotions in a positive way, and how to handle feelings of anger, sadness and happiness.
<b>Religious Education</b>	Sikhism	Children will learn about the stories and symbols found in Sikhism.
<b>Cooking and Nutrition</b>	Healthy Lifestyles	Children will develop an understanding of good hygiene and the importance of a healthy and varied diet. Children will learn how to use the 'bridge' and 'claw' knife skills and baking skills including cracking and beating eggs, mixing and combining. They will apply these skills to prepare and evaluate various dishes including a breakfast frittata.

<b>Educational Visits/Visitors</b>	Florence Nightingale day
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# Our Curriculum for Year 2 for the Second Half of Spring Term

## Context for Learning: Cracking Eggs!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Comparing stories by the same author	We will continue our unit on comparing two different texts by the same author. Children will write their own narrative based around Burglar Bill and write a letter based around Cops and Robbers.
	Narrative	Children will further their use of narrative story telling through the book 'The Egg' by M.P. Robertson.
Mathematics		<p><b>MMD Mental multiplication and division</b>  <b>FRP Fractions, ratio and proportion</b>            Revise doubles and corresponding halves to 15; find half of odd and even numbers to 30; Revise and recognise <math>\frac{1}{2}</math>s, <math>\frac{1}{4}</math>s, <math>\frac{1}{3}</math>s and <math>\frac{2}{3}</math>s of shapes; place <math>\frac{1}{2}</math>s on a number line; count in <math>\frac{1}{2}</math>s and <math>\frac{1}{4}</math>s; understand and write mixed numbers</p> <p><b>MMD Mental multiplication and division</b>            Count in 2s, 5s and 10s to solve multiplication problems and find specified multiples; introduce the <math>\times</math> sign; record the 2, 5 and 10 times-tables; find multiplications with the same answer; write multiplications to go with arrays, rotate arrays to show they are commutative</p> <p><b>MEA Measurement</b>  <b>STA Statistics</b>            Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours and use a tally chart; interpret and complete a pictogram or block graph where one block or symbol represents one or two things</p> <p><b>MMD Mental multiplication and division</b>            Revise 2, 5 and 10 times-tables; revise arrays and hops on the number line; multiply by 2, 3, 4, 5 and 10; arrange objects into arrays and write the corresponding multiplications; make links between grouping and multiplication to begin to show division; write divisions as multiplications with holes in and use the <math>\div</math> sign</p> <p><b>MEA Measurement</b>  <b>NPV Number and place value</b>  <b>MAS Mental addition and subtraction</b>            Recognise all coins, know their value, and use them to make amounts; recognise £5, £10, £20 notes; make amounts using coins and £10 note; write amounts using £.p notation; order coins 1p – £2 and notes £5 – £20; add several coins writing totals in £.p notation (no zeros in 10p place); add two amounts of pence, using counting on in 10s and 1s; add two amounts of money, beginning to cross into £s</p>
Science	Living things and their habitats	<p>At the start of this half term, we will be having 'Living Eggs' in the classroom where children will make first-hand observations of eggs and watch them hatch into live chicks.</p> <p>Children will develop their understanding of living things</p>

		(including animals and plants) and their habitats. They will understand more about eco-systems and where animals and plants get their food. They will learn about food chains and be able to tell the difference between things that are living, dead and things that have never been alive.
<b>Computing</b>		Children will use cameras to take digital photos, upload them to an image editing suite and edit them.
<b>Art and Design</b>		We will be look at the work of Henry Moore and his use of sculpture.  Children will make observational drawings of fossils and make their own sculptures of eggs.
<b>Music</b>	Charanga	We will continue to listen, appraise, improvise and perform to an Afropop song called 'Hands, feet, heart'  Children will use a range of percussion and tuned instruments and perform to another class.
<b>Design and Technology</b>		Not taught during this half term.
<b>History</b>		Children will learn about Mary Anning and her influence on the world of paleontology. They will learn about animals that are extinct and their fossil remains. They will visit the Sedgewick Museum to have a hands-on experience of looking at fossils.
<b>Geography</b>		Not taught during this half term.
<b>Languages</b>		TBC
<b>Physical Education</b>		Children will develop their tennis skills and build agility and coordination through drills and games.  Children will continue to explore different balances and holds in gym on a range of apparatus.
<b>PHSE and Citizenship</b>		Children will learn about financial capability and how to be responsible and make sensible choices with money. They will understand about how money is spent in a household and how to manage positive and negative feelings about money.
<b>Religious Education</b>		Children will learn about people and places in Islam.
<b>Cooking and Nutrition</b>		Not taught this half-term.

<b>Educational Visits/Visitors</b>	Living eggs Sedgewick Museum
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# Our Curriculum for Year 2 for the First Half of Summer Term

## Context for Learning: Global Gardens

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy		Children will explore Nocturnal Animals and Narrative writing through The Owl who was Afraid of the Dark. They will create a fact file based around plants, linked to a scientific investigation and will create a recount of a visit to a local farm.
Mathematics		<p><b>NPV Number and place value</b></p> <p><b>MAS Mental addition and subtraction</b>            Locate, order and compare 2-digit numbers on 0-100 landmarked lines and on the 1-100 square; use &lt; and &gt; signs; locate numbers on an empty 0-100 line; introduce numbers 101 to 200 and count in 100s to 1000; add 2-digit numbers by counting on in 10s and 1s; subtract 2-digit numbers by counting back in 10s and 1s</p> <p><b>MAS Mental addition and subtraction</b>            Use doubles and number bonds to add three 1-digit numbers; use number facts to 10 and 20 in number stories; find complements to multiples of 10; understand subtraction as difference and find this by counting up; find small differences either side of a multiple of 10</p> <p><b>MAS Mental addition and subtraction</b>            Add and subtract 1-digit numbers to and from 2-digit numbers; subtract 2-digit numbers by counting back in tens and ones; add two 2-digit numbers by counting in 10s, then adding 1s; add 2-digit numbers using 10p and 1p coins (partitioning, answers less than 100); add 2-digit numbers using place-value cards (partitioning, answers more than 100)</p> <p><b>MEA Measurement</b></p> <p><b>STA Statistics</b>            Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml</p> <p><b>MMD Mental multiplication and division</b></p> <p><b>FRP Fractions, ratio and proportion</b>            Double multiples of 10 and 5 (answers less than 100); double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100); find a quarter of numbers up to 40 by halving twice; begin to find <math>\frac{3}{4}</math> of numbers; find <math>\frac{1}{2}</math> <math>\frac{1}{4}</math> and <math>\frac{1}{3}</math> of amounts (sharing); find patterns</p>
Science		Children will conduct a scientific investigation about growing plants. They will be able to identify and name a variety of wild and common plants, observe and describe how seeds and bulbs grow into mature plants and identify and describe the structure of common plants including trees. They will also find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

<b>Computing</b>		Children will develop their understanding of how to communicate online safely and respectfully. Children will begin to use the St Matthew's Eschools page to send and receive messages within school.
<b>Art and Design</b>		Children will study the work of Henri Matisse and use a range of media including watercolour to create their own still life piece.
<b>Music</b>	Charanga	Children will further their composition and performance skills through the Charanga unit: "I wanna play in a band"
<b>Design and Technology</b>		Not taught during this half term.
<b>History</b>		Not taught during this half term.
<b>Geography</b>		Children will extend their locational knowledge though visiting a local farm.
<b>Languages</b>		Through activities and guest visits, children will learn some introductory French words and phrases.
<b>Physical Education</b>		Swimming Games- striking and fielding in increasingly challenging situations
<b>PHSE and Citizenship</b>		Children will learn about how to make careful choices to ensure healthy lifestyles in school and at home.
<b>Religious Education</b>		Children will learn about Christianity, focusing on what the bible is and why is it important to Christians.
<b>Cooking and Nutrition</b>		Not taught during this half term.

<b>Educational Visits/Visitors</b>	Visit a farm Visit from the Raptor Foundation Year 2 Sports Festival
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# Our Curriculum for Year 2 for the Second Half of Summer Term

## Context for Learning: The Seaside

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy		<p><b>Katie Morag Stories</b> – Children will read and compare a variety of stories written by the same author. They will explore characters through drama and role-play activities.</p> <p><b>Book Review</b> – Children will have the opportunity to write a book review.</p> <p><b>Writing a letter</b> – Writing a letter in the role of a character from a story.</p> <p><b>Seaside poetry</b> – The children will use knowledge of prepositions to write a poem about the seaside.</p>
Mathematics		<p><b>MAS Mental addition and subtraction</b>  <b>NPV Number and place value</b>  <b>MEA Measurement</b>            Count back in 10s and 1s to solve subtraction (not crossing 10s) and check subtraction using addition, beginning to understand that addition undoes subtraction and vice versa; add three or more small numbers using number facts; record amounts of money using £·p notation including amounts with no 10s or 1s; find more than one way to solve a money problem</p> <p><b>MMD Mental multiplication and division</b>            Count in 3s, recognising numbers in the 3 times-table; write multiplications to go with arrays and use arrays to solve multiplication problems; understand that multiplication is commutative and that division and multiplication are inverse operations; solve divisions as multiplications with a missing number; count in 2s, 3s, 5s and 10s to solve divisions and solve division problems in contexts</p> <p><b>MEA Measurement</b>            Measure and estimate lengths in centimetres; tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour; tell time to 5 minutes; begin to say the time 10 minutes later</p> <p><b>MAS Mental addition and subtraction</b>  <b>MMD Mental multiplication and division</b>            Partition to add two 2-digit numbers; find the difference between two 2-digit numbers; multiply two numbers using counting in steps of 2, 3, 5 and 10; solve division problems by counting in steps of 2, 3, 5 and 10</p> <p><b>NPV Number and place value</b>  <b>MAS Mental addition and subtraction</b>            Compare two 2-digit numbers and find bonds to 100 using thermometers; revise place value in 2-digit numbers, numbers between 100 and 200, and 3-digit numbers (including zeros in the 10s and 1s places)</p>
Science		Not taught

<b>Computing</b>		Programming Beebots
<b>Art and Design</b>		Observational drawings of seaside. Collage (Great Barrier Reef picture)
<b>Music</b>	Charanga	Reflect, rewind, replay
<b>Design and Technology</b>		Bathing Machine – wheels and axels
<b>History</b>		History of the Seaside's Children will understand what it was like for people in the past to visit the seaside, exploring a variety of artefacts, videos and photographs. They will compare and contrast this to their own experiences of the visiting the seaside.
<b>Geography</b>		Geographical vocab for physical features and human features. Use simple compass directions. Use aerial photographs and plans. Make a simple map
<b>Languages</b>		TBC
<b>Physical Education</b>		Swimming Athletics running and jumping
<b>PHSE and Citizenship</b>		Managing Risk Safety Contexts
<b>Religious Education</b>		Christianity – Why and how do some people pray?
<b>Cooking and Nutrition</b>	Healthy Lifestyles.	Buried treasure - Children will develop an understanding of good hygiene and the importance of a healthy and varied diet. Children will learn how to use the 'bridge' and 'claw' knife skills to prepare and cut a mixture of fruit. They will apply these skills to prepare and evaluate various dishes including a Buried Treasure fruit salad.

<b>Educational Visits/Visitors</b>	Folk Museum – Seaside day
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