

Year Group: 2 Term: Summer

Challenge pack: Buckets, Spades and Umbrellas

Learning Challenge:

How can we make a product to use at the beach? (Geography and DT)



Class texts

Main texts for planning:

Flotsam, Traction Man and the Beach Odyssey, Commotion in the Ocean

Additional material:

Online aerial photographs, atlases, maps (National Trust), materials (i.e. lollipop sticks), sand, information guides/ travel brochures, WAGOLLS of products, i.e. umbrellas

Cognitive skills / Meta-learning— specific teaching examples to use in learning

CAF (RA)

C & S

PMI

OPV

Collaboration

White— Factual, Blue— thinking, Green— Creative

Noticing Torch

Hooks or memorable experiences

Beach day— in school / VISIT TO
Weston Supermare

Public Product—

Advertisement of a beach product—
persuasive speech

Killer Questions—

1. How are the physical and human features of a beach different to those of towns and cities?
2. Can you name and identify the 7 continents and 5 oceans?
3. How are beaches shown on different maps and aerial photographs?
4. What products do people take to the beach and why?
5. What do our questionnaires tell us about the beach?
6. How can we design, make and evaluate a product to use on a beach?

Year group	2	Term	Summer	Challenge Pack	Buckets, Spades and Umbrellas	
SUBJECT FOCUS	FACTS (Declarative knowledge)		SKILLS (Procedural knowledge)		PRIOR LEARNING (Schemata)	SPECIFIC VOCABULARY
Geography	<p>Know what a town and city are, naming the features: population, building, sky scrapper, high street, park, cathedral, church .</p> <p>Name the facilities available– library, bank, butchers.</p> <p>Name and locate all continents and oceans of the world</p> <p>Understand vocab: hill, forest, beach, river, mountain, valley, be able to name and describe them</p> <p>Know what an atlas is, what it is used for and be able to use it to locate key places– hot and cold</p> <p>Know what a map is and its purpose and use this to create one</p> <p>Know what a questionnaire is</p>		<p>G1.1 b Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>G1.2c Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>G1.3b Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>G1.4c Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>G1.4d Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>Know the four countries that make up the UK</p> <p>Looked at basic features of the seaside</p> <p>Exposed to simple maps/ atlases, looked at some features</p>	<p>Population</p> <p>City, Town, village, urban</p> <p>Rural</p> <p>Coastal</p> <p>Hill</p> <p>Forest</p> <p>Beach</p> <p>River</p> <p>Mountain</p> <p>Valley</p> <p>Continent</p> <p>Ocean</p> <p>Route</p> <p>Atlas</p> <p>Symbol</p> <p>North, south, east, west</p>
DT	<p>Know what a plan is and what it is used for</p> <p>Know how to join together materials together</p> <p>Name different materials: brick, wool, wood, plastic, fabric, describe their purposes</p> <p>Know what an evaluation is</p>		<p>D1.1c Decide who the product is for and how it might work</p> <p>2.1a Create a simple plan of how to make my product</p> <p>2.2 Describe how to join certain materials being use</p> <p>2.3 Explain my choice of materials and tools</p> <p>2.3a Measure, mark and cut out a range of materials</p> <p>2.4 Evaluate my outcome against my design identifying strengths and areas for improvement</p> <p>2.4a Discuss what I like and dislike about how I made my product and what I could improve on</p> <p>D1.5B Describe basic food hygiene when cooking</p>		<p>Designed, built and evaluated a pier.</p>	<p>Design</p> <p>Plan</p> <p>Build</p> <p>Evaluate</p> <p>Properties</p> <p>Purpose</p> <p>Materials</p> <p>Product</p> <p>Measure</p>
PSHE			<p>PSHE1.4a I can identify times when there has been change in my life</p> <p>PSHE1.4d I can explain who to go to if I am worried about myself or someone else</p> <p>PSHE1.4f I can describe what constitutes a healthy diet</p> <p>PSHE1.5d I can describe how I have done something to help our community</p>			
ICT and Computing (including apps and digital pencil case)	<p>Know what an algorithm is</p> <p>Understand simple directional code language– forwards, backwards, turns.</p> <p>Understand what debugging is</p>		<p>C1.3b Understand how algorithms run as programs on digital devices</p> <p>C1.3c Create and debug simple programs</p> <p>C1.3d Use logical reasoning to predict the behaviour of simple programs</p> <p>C1.4c Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>		<p>Use of beebots to follow simple code (forwards, backwards)</p>	<p>Algorithm</p> <p>Code</p> <p>Direction</p> <p>forwards, backwards</p>
SMSC	<p>To know what teamwork is</p> <p>Identify what an opinion is</p> <p>Knowing the qualities we need when working in a team</p>		<p>1.2a I can identify when someone has a different opinion to me</p> <p>1.2b I can identify when working together is important</p> <p>3.a Can understand and describe how their bodies and emotions change as they grow older</p> <p>4.a Can identify how to look after and handle money in everyday situations.</p>		<p>Participated in discussions</p> <p>Other peoples views (OPV)</p>	<p>Teamwork</p> <p>Collaboration</p> <p>Opinion</p>