



Year 2 Curriculum Term 2

Topic Title: Beachcombers 2	
English	Maths
<p>In this topic based on Mini Grey's book, Traction Man, pupils will explore the various characters in the story and learn how to describe them in their own words using adjectives and expanded noun phrases.</p> <p>As part of the learning experience, children will also create their own settings and invent villains for a brand-new Traction Man adventure. This process will allow them to use their imaginations while practicing key skills related to description and storytelling. They will describe both the characters personality as well as physical attributes. They will also explore how to describe a setting and recognise its key features.</p> <p>Finally, pupils will bring everything together by writing their own Traction Man adventure that could fit right into the original story.</p> <p>Pupils will also dive into the magical story of "The Polar Express." The children will explore the tale, looking closely at the characters and how they change throughout the book, as well as their feelings at key moments. They will work on sequencing the events and practising retelling the story in their own words.</p> <p>To spark their imagination, the pupils will think about what it would be like to be the main character, considering how they might act and react in different situations. After this exploration, the children will write a diary entry from the boy's perspective, describing his fantastic night on the Polar Express.</p>	<p>Addition and Subtraction</p> <p>1. Adding Two 2-Digit Numbers (Not Across a Ten)</p> <ul style="list-style-type: none">Add two 2-digit numbers up to 100 (e.g., $34 + 22 = 56$), where no regrouping is required.Use concrete objects or pictorial representations to help understand and explain their methods. <p>2. Adding Two 2-Digit Numbers (Across a Ten)</p> <ul style="list-style-type: none">Adding two 2-digit numbers such as $48 + 36$, where regrouping or carrying is necessary.Utilise base-ten materials or number lines to visually support their calculations and reasoning. <p>3. Subtracting Two 2-Digit Numbers</p> <ul style="list-style-type: none">Subtracting a 2-digit number from another 2-digit number without crossing over tens (e.g., $62 - 20 = 42$).Applying various strategies like counting back, using concrete materials, or pictorial representations. <p>4. Subtracting Two 2-Digit Numbers (Across a Ten)</p> <ul style="list-style-type: none">Execute subtractions that involve crossing over tens (e.g., $74 - 28 = 46$).Use methods such as the decomposition of numbers to facilitate understanding and calculation. <p>5. Mixed Addition and Subtraction</p> <ul style="list-style-type: none">Solving problems that involve both addition and subtraction of two 2-digit numbers in varied contexts (stories, questions, etc.).Representing these problems using diagrams or as part of practical activities. <p>6. Comparing Number Sentences</p>

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



Year 2 Curriculum Term 2

- Compare number sentences to determine if they are equal or identify the greater/lesser amount (e.g., $45 + 10 > 32 + 20$).
- Use balance concepts and relational symbols to express their comparisons correctly.

7. Missing Number Problems

- Identify and solve problems where the number is missing in an addition or subtraction equation (e.g., $42 + __ = 65$ or $__ - 21 = 30$).
- Use inverse operations to find the missing numbers, demonstrating a clear understanding of the relationship between addition and subtraction.

Shape

1. Recognise 2D and 3D Shapes

- Identify common 2D shapes such as squares, rectangles, circles, and triangles.
- Recognise typical 3D shapes including cubes, cuboids, spheres, and pyramids.

2. Count Sides on a 2D Shape

- Correctly count the number of sides on various 2D shapes.

3. Count Vertices on 2D Shapes

- Accurately count the vertices (corners) on 2D shapes.

4. Draw 2D Shapes

- Draw simple 2D shapes using a ruler for straight edges.

5. Identify Lines of Symmetry in Shapes

- Identify and count lines of symmetry in various 2D shapes.

6. Use Lines of Symmetry to Complete Shapes

- Use a line of symmetry to complete or draw the other half of a shape.

7. Sort 2D Shapes

- Sort a variety of 2D shapes based on different criteria such as the number of sides or vertices.

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



Year 2 Curriculum Term 2

	<p>8. Count Faces on 3D Shapes</p> <ul style="list-style-type: none">Identify and count the number of faces on various 3D shapes. <p>9. Count Edges on 3D Shapes</p> <ul style="list-style-type: none">Correctly count the edges on 3D shapes like cubes, cuboids, and pyramids. <p>10. Count Vertices on 3D Shapes</p> <ul style="list-style-type: none">Accurately count the vertices on different 3D shapes. <p>11. Sort 3D Shapes</p> <ul style="list-style-type: none">Sort 3D shapes based on characteristics such as the number of edges, vertices, or faces. <p>12. Make Patterns with 2D and 3D Shapes</p> <ul style="list-style-type: none">Create repeating patterns using a combination of 2D and 3D shapes, demonstrating an understanding of shape attributes and artistic creativity.
RE	PSHE
<p>How should we care for others and the world and why does it matter?</p> <ul style="list-style-type: none">• Give an example of what Jesus said about the importance of children• Give simple examples of how people are unique and valuable• Describe how it feels when people are not kind• Consider questions such as what does this story teach about caring?• Look for similarities and differences between different stories from the bible about caring• Identify two examples of religious believers caring for people• Give simple reasons why Jesus told the story of the Good Samaritan• Give examples of what believers do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man• Describe how Jewish people might help people making links to the festival of Sukkot• Find out more about Tzedekah• Consider questions such as who needs our help?• The links between the teaching in the Torah and caring	<p><u>Don't Forget to Let Love In</u></p> <ul style="list-style-type: none">• Courage and introduction to the first principle• I am cubes: Recognising and celebrating our strengths and ways in which we are all unique• Trash or Truth: Learning to differentiate between the truths and lies that we hear or speak about ourselves• Meaning of my Name Writing an acrostic poem for your name by selecting words that describe you• Boundin: Discussion around how being thankful for what we have, changes our attitude• Heartbeat: Noting the difference in our heart rate after physical activity. Loving ourselves means looking after ourselves• Reflection and self-evaluation

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



Year 2 Curriculum Term 2

- Think of some ways Jewish people care for the world
- Describe how Mother Teresa or Dr Barnado have put their beliefs into action
- Consider questions such as what would it be like if everyone followed the golden rule?
- Some people look after the world because God is a creator
- Describe different ideas about what God might be like from reading the creation story
- Share their own creative ideas about what the creation story says about God
- Give their own answer to the unit question, giving simple reasons for their answers

Knowledge building blocks:

Pupils will know:

- The story of people bringing children to Jesus –Matthew 6:26
- The story of the Good Samaritan. (Luke 10:25-37)
- The story of the Four friends who take the paralysed man to Jesus (Luke 5:17-26) and Jesus Special friends (Luke 5:7-11)
- Tzedekah is the Jewish idea of charitable giving.
- The story of Mother Teresa, Doctor Barnardo to illustrate how some people have shown their care to people in a very specific way.
- The Golden Rule: 'Treat other people as you would like them to treat you.'

Music

Musicianship:

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low
- Improvisation - CDE

Listen and Respond: Selection of songs (see overview)

Singing: Selection of songs (see overview)

Playing: Glockenspiel/Recorder – notes GAB

Improvising and composition: Glockenspiel- GAB

-Create a Graphic Score:

Performing: Perform and share what has taken place in the lesson

PE

Teacher Led – Dance (imoves Weather, Animals)

To be able to perform basic movements to music, and to build a simple themed dance focusing on Weather.

To be able to perform basic movements to music, and to build a simple themed dance focusing on Farmyard Animals.

Primary learning outcomes:

-Explore combining skills such as travelling and jumping, turning on different levels.

-Link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence.

-Work with a partner or small group to copy start and end positions.

Secondary learning outcomes:

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



Year 2 Curriculum Term 2

	<p>-Describe how my body feels during different activities and explain what my body needs to keep healthy. -Use expressive and creative ideas -Demonstrate control over movements and show good co-ordination.</p> <p>TSC Gym –Balance and Coordination Pupils will be taught to develop balance, agility and co-ordination, and begin to apply these in a range of activities- building on a range of balances, transitions and understanding to create sequences.</p> <p>Fundamental Movement Skills addressed:</p> <p>Locomotor- Running, Walking, Hopping, Jumping (height & distance), Skipping, Dodging, Galloping Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting Object Control- Control</p>
French	Computing
<p>An introduction to French including basic greetings, numbers, songs, some basic French phonics and stories. Songs include French vocabulary for numbers, days of the week, colours, feelings, seasons and greetings.</p>	<p><u>Creating Media – Digital Photography</u></p> <ul style="list-style-type: none">▪ To know what devices can be used to take photographs▪ To use a digital device to take a photograph▪ To describe what makes a good photograph▪ To decide how photographs can be improved▪ To use tools to change an image▪ To recognise that images can be changed

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



Year 2 Curriculum Term 2

Connected Curriculum

History

Substantive Knowledge

Introduction

What is the Seaside?

The seaside is where land meets the sea, often a place for leisure and holidays. People enjoy activities like swimming, sunbathing, and building sandcastles.

History of Seaside Holidays

Victorian Era (1837–1901): The seaside became popular among Victorians. They discovered the benefits of fresh air and the sea for health.

Transportation: The arrival of railways made it easier for families to travel to seaside towns.

Popular Destinations: Towns like Margate, Ramsgate, and Broadstairs became famous as holiday spots.

Activities: People enjoyed bathing machines, donkey rides, and pier shows.

Mid-20th Century (1940s–1960s): Holidays became more common for working-class families.

Holiday Camps: Places like Butlin's offered all-inclusive holidays with entertainment.

Car Ownership: More families could travel in cars, leading to more seaside visits.

Modern Day (1990s–Present): Seaside holidays have become very diverse.

Budget Airlines: Many people now travel further afield to beaches abroad.

Facilities: Seaside towns have more attractions, like amusement parks, cafés, and water sports.

Concerns: Issues like pollution and climate change affect the beach experience.

Endpoints

1. Describe what the seaside is and why it is popular.
2. Identify key features of seaside holidays in the Victorian era compared to modern times.
3. Recognise changes in leisure activities and travel to the seaside.
4. Use picture sources to explain how seaside experiences have evolved.

Disciplinary Knowledge

Changes Over Time

Understanding how seaside holidays changed helps us learn about society and culture.

Compare how people from the Victorian era enjoyed the seaside to how we enjoy it now.

Historical Sources

Pictures & Postcards: Old photographs show how beaches looked in the past.

Books & Articles: Reading about people's experiences can help us understand their feelings.

Cause and Effect

Discuss reasons for changes:

Better transport options increased seaside visits.

Economic changes allowed more people to afford holidays.

Similarities:

People have always enjoyed spending time at the beach.

Beach activities often involve families and friends.

Differences:

The types of activities have changed (e.g., from picnics to water sports).

Transport methods have changed (e.g., from trains to cars).

Attire has evolved from heavy clothing to modern swimsuits.

Sources of Information:

Books and historical documents tell us about his life and work.

Pictures and drawings from his time help us understand his contributions.

Interviews with historians provide insights into his significance.

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



Year 2 Curriculum Term 2

Comparing Past and Present

Historical Uses of Beaches

Victorian Era (1837-1901):

Activities: People visited beaches for 'taking the waters' - a way to enjoy health benefits.

Family picnics and sandcastles were popular.

Transport: Many travelled by steam train to seaside resorts.

Fashion: Bathing machines were used to change into swimsuits, as modesty was important.

Modern Uses of Beaches

Present Day:

Activities: People enjoy swimming, sunbathing, beach sports, and water sports like jet skiing and surfing.

Entertainment: Many beaches have amusement parks, ice cream stalls, and events like sandcastle competitions.

Environment: Beaches are important for wildlife and conservation efforts.

Endpoints

1. Understand the difference between past and present seaside activities.
2. Recognise the purposes of seaside visits over time.
3. Build skills in comparing and contrasting different time periods.

John Rennie and Margate Harbour

Who Was John Rennie?

Born: 1761 in Phantassie, East Lothian, Scotland.

Died: 1821 in London, England.

Occupation: An engineer, known for building important buildings, bridges, and harbours.

Contributions to Margate Harbour

Margate Harbour: John Rennie was responsible for the improvements made between 1807 and 1815.

Why It Matters: The harbour helped more boats come in and out, making Margate a busy and popular port.

Historians Study the Past

Historians look at evidence like photos, letters, and stories to understand what happened in the past.

Students can look at pictures of the Scenic Railway and visit Dreamland to see how it has changed over the years.

How to Investigate History

Ask questions about Dreamland: How has it changed? What did people do there?

Create timelines to show when important events happened, like when the Scenic Railway or Zoo opened.

How to Analyse Historical Maps

Look at the Details: Examine what buildings, roads, and landmarks are present.

Compare Maps: Use different maps from different times to see how things have changed.

Ask Questions: Why did the town change? What was important to the people who lived there?

How to Analyse Historical Photographs

Identify Features: Look for buildings, people, and activities in the photo.

Consider the Time Period: What does the clothing tell you about the time? How do the buildings differ from today?

Emotional Response: How does the photo make you feel? What story does it tell about the past?

Skills to Develop

Observation: Being able to notice details in maps and photos.

Comparison: Learning to identify differences and similarities over time.

Questioning: Encouraging curiosity about the past and how it relates to present-day Margate.

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



Year 2 Curriculum Term 2

Features: Rennie built the stone pier and deepened the harbour, making it safer for ships.

Why is He Important?

John Rennie made travel and trade easier in the 19th century.

His engineering skills helped many towns, including Margate.

He is remembered as one of the most important engineers in British history.

Endpoints

1. Be able to explain who John Rennie was and what he did.
2. Understand how his work impacted Margate and other places.
3. Share some fun facts about his life and achievements.

Dreamland

Timeline of Dreamland

1920s: Dreamland opened as a beautiful amusement park.

1930s: The park featured a new ride, the Scenic Railway, which is one of the oldest roller coasters in the UK.

1970s: Dreamland became less popular, and some rides were closed.

2005: The park was closed for a period but was saved by the community.

2015: Dreamland reopened with new rides and attractions, celebrating its fun history.

Scenic Railway

The Scenic Railway is the oldest rollercoaster in the UK, opening in 1920.

It is made of wood and is famous for its exciting ride and historical significance.

Riders can enjoy beautiful views of Margate while experiencing the thrills of the ride.

Dreamland Zoo

Originally part of Dreamland, the zoo opened in 1937 and featured many different animals including lions, tigers, and monkeys.

The zoo was popular for many years, but it eventually closed in the 2000s.

Now, there are plans and discussions about what to do with the space that the zoo occupied.

Chronology

Understanding the timeline of when each mode of transport was invented and became popular.

Recognising the changes in transport technology over time.

Cause and Consequence

Exploring why trains and omnibuses became important for seaside travel.

Investigating how different modes of transport influenced people's ability to visit the seaside.

Similarities and Differences

Comparing the features of historical transport (omni-buses) to modern transport (buses and cars).

Discussing who used these modes of transport differently in the past versus today.

1. [Visit England - Seaside Destinations](#)
2. [National Trust - Seaside History](#)
3. [BBC Bitesize - Seaside Holidays Past and Present](#)
4. [Dreamland Margate Official Website](#)
5. [Visit Kent: Margate](#)
6. [Historic England: Dreamland](#)
7. [The National Trust - Seaside History](#)
8. [Historic England - Seaside Memories](#)
9. [BBC Bitesize - Holidays](#)
10. [The National Railway Museum](#)
11. [Visit Margate](#)
12. [BBC Bitesize Transport History](#)
13. [Transport for London - History](#)

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



Year 2 Curriculum Term 2

Dreamland Theatre

The Dreamland Theatre opened in 1935 and was known for hosting many exciting shows, including plays, films and music performances.
It allowed families to enjoy entertainment in a grand setting.
Over the years, it went through different changes and is now part of the Dreamland complex.

Endpoints

1. Understand the significance of Margate's Dreamland attractions in local history.
2. Recognise the changes in the attractions over time.
3. Appreciate the importance of preserving history.
4. Develop skills to pose questions and investigate historical events and places.

Changes to Town Layout

Key Changes in Margate's Landscape

Development of the seafront and piers
Construction of iconic buildings, such as the Turner Contemporary gallery
Changes in transport routes, including the railway
The transformation from a fishing village to a popular holiday destination

Endpoints

1. Identify key features of historical maps and photographs related to Margate.
2. Explain how Margate has changed over time, using examples from maps and photos.
3. Demonstrate skills in observation and analysis, discussing their findings with peers.
4. Create a simple timeline showcasing the major changes in Margate's landscape.

Why Did Seaside Holidays Become Popular?

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



Year 2 Curriculum Term 2

Health Benefits:

Breezy seaside air was believed to be good for lungs.
People felt the sun brought happiness and warmth.
Coastal treatments (bathing in seawater) helped with illness.

Employment and Industry Changes:

The rise of the railway made it easier for families to travel to the coast.
By 1850, sites like Blackpool and Brighton became popular destinations.

How Did Seaside Holidays Impact British Culture?

Social Changes:

More families could afford holidays, helping everyone to enjoy time together.
Emergence of seaside entertainments (theatres, fairs).
New traditions developed like piers and beach activities.

Cultural Influences:

Creation of seaside postcards, souvenirs, and beach games.
Famous British seaside foods: fish and chips, doughnuts, and rock.

Endpoints

1. Understand the reasons why seaside holidays became popular in Britain.
2. Recognise the health benefits associated with visiting the seaside.
3. Identify ways in which seaside holidays changed British social life and culture.
4. Be able to share favourite seaside activities and foods.

Historical Modes of Transport

Trains

Introduced in the 19th century, trains allowed people to travel quickly to seaside destinations.

The first passenger train service began in 1825 in England.

Trains offered comfortable carriages, a cafeteria, and scenic views.

Omnibuses

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



Year 2 Curriculum Term 2

The first omnibuses began operating in 1829.

Initially horse-drawn, they carried passengers along fixed routes.

They provided an affordable way for families to travel to the seaside.

Bicycles

Became popular for short trips to nearby beaches.

They allowed more independence and personal travel.

Walking

Before modern transport, many people would walk long distances to reach the coast.

It was a common way for local residents to visit seaside areas.

Changes in Transport

Comparison of historical transport to modern vehicles (cars, buses, etc.)

Discussion on the impact of transport on seaside tourism.

Endpoints

1. Describe at least two historical modes of transport used to reach the seaside.
2. Explain the significance of these modes of transport in relation to seaside holidays.
3. Compare these historical modes to one mode of modern transport.

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"