Year 2 Ahoy There! ⛵

Key Aim – Through this theme, we aim to develop Geography skills and understanding of:
Location knowledge
Place Knowledge
Human and Physical Geography
Geographical Skills

Key facts:

Our school is in Portsmouth but Portsmouth is actually an island called Portsea Island.

Our school is not on Portsea Island. We are north of the island. There are three bridges that allow us to get onto Portsea Island / Portsmouth. The Eastern Road, the M275 and Hilsea.
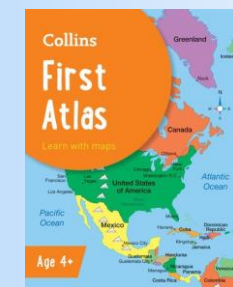
A harbour is a sheltered body of water where ships, boats, and barges can be docked. The term harbour is often used interchangeably with port, which is a man-made facility built for loading and unloading vessels and dropping off and picking up passengers. Ports usually include one or more harbours. **Portsmouth Harbour** is a large natural harbour in Hampshire, England. Geographically it is a ria: formerly it was the valley of a stream flowing from Portsdown into the Solent. The city of Portsmouth lies to the east on Portsea Island, and Gosport to the west on the mainland. At its north end is Portchester Castle, of Roman origin and the first fortress built to protect the harbour. Portsmouth Dockyard is part of the harbour and was created by King Henry VII in 1496. It is very old.

Quality Texts to Inspire Us:

Key Concepts and Skills:

- Begin to name the seven continents and the five oceans
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK – *Portsmouth harbour* – and of a contrasting non-European country – *Sydney harbour, Australia.*
- Understand key physical features: sea, ocean
- Understand key human features: harbour, city, port
- Know and name famous harbours
- Know characteristics of harbours

YEAR 2
Ahoy There!
Autumn 1 TERM 2024

Outcome: The children will develop their geographical knowledge and will use this within a non-fiction piece of writing about infamous pirates!

Hook: Pirate themed dress up day and stories by Jonny Duddle

As **Readers,** we will:
- continue to read and discuss a wide range of genres
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read aloud books closely matched to their improving phonic knowledge, sounding out **many unfamiliar words** accurately, automatically and without undue hesitation

Key Texts:
- The Pirate Cruncher and The Pirates Next Door – Jonny Duddle
- Own individual reading book

As **Writers,** we will
- write sentences that are sequenced to form a short narrative (real or fictional)
- begin to use expanded noun phrases to describe
- demarcate sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words
- form lower-case letters in the correct direction, starting and finishing in the right place
  form lower-case letters of the correct size relative to one another in some of their writing
  use spacing between words

Key Vocabulary:
- *Sentence, capital letter, full stop, adjective, noun phrases*

Must Haves:
- *Capital letter to start a sentence and a full stop to show the end*

As **Mathematicians,** we will:
Fluency
- Recall number bonds to 10 and 20. Count in 2's, 5's and 10's
Place Value
- Write numbers to 100
- Partition numbers
Addition and Subtraction
- Add and subtract across 10
- Solve missing number calculations and problem solve

Key Vocabulary:
Fluency
Count on, pattern, sequence
Place Value
Tens, ones, partition, digit
Addition and Subtraction
add, plus, subtract, take away, total

As **Scientists,** we will:
- **Working scientifically** – Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions
- Animal Needs for Survival: Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Humans: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Vocabulary:
Mammal, fur, carnivore, herbivore, omnivore
Bird, feathers, beak, insect, insectivore
Fish, scales, gills, fin
Amphibian, webbed feet, frog, toad, newt
Reptile, scales
Adult, baby, shelter
Exercise, physical and mental health, heart
Food, healthy diet, unhealthy diet, meat, vegetables, fruit, sugar
Hygiene, germs, disease, doctor
Teeth, plaque, filling

As **Geographers,** we will:
- compare and contrast Portsmouth Harbour with Sydney Harbour
- locate famous harbours on Google Earth
- explore atlases and locate oceans and continents.
- discuss the important characteristics of a harbour
- learn the important features of Portsmouth Harbour

As **Historians (through English),** we will:
- discover and explore the lives of infamous pirates

Key Vocabulary:
Oceans Atlantic Arctic Pacific Indian Southern
Continents Europe Asia North America South America   Africa Antarctica Australia
harbour   city   sea   ocean   UK   port   Australia   harbour   similar   same   difference   different

As **Designers and Artists,** we will:
- use a range of media
- explore pattern and texture
- develop techniques of colour, pattern, texture, line, shape, form and space.

Key Vocabulary:
collage   shape
pastels   paper
picture   texture
line
pencil

As **Computer Technologists** we will:
- recognise the uses and features of information technology
- identify the uses of information technology in the school
- identify information technology beyond school
- explain how information technology helps us
- explain how to use information technology safely
- recognise that choices are made when using information technology

Key Vocabulary:
Information technology (IT)
computer
barcode
scanner
scan

In **PE** we will:
- run and efficiently use the arms.
- demonstrate running with balance and co-ordination
- understand the purpose of a circuit and how it can improve fitness
- understand the purpose of a circuit and begin to suggest "stations"

Key Vocabulary:
relay
overtake
circuit

In **PSHE** we will:
- explore and discuss physical health and mental wellbeing
- explore and discuss growing and changing
- explore and discuss Keeping Safe

Key Vocabulary:
rules   feelings   personal health
medicines   vaccinations   healthy
allergies   life cycle

As **Musicians,** we will:
- use voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Vocabulary:
chorus   rhyme   tuned   untuned
sea shanty   live music   recorded music
body percussion   rhythm