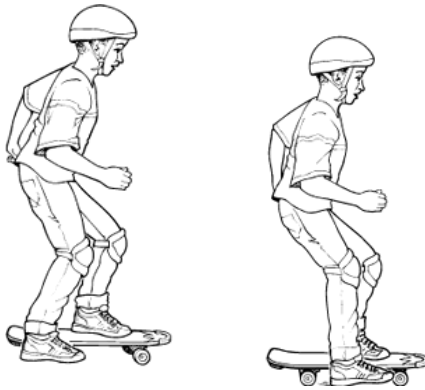
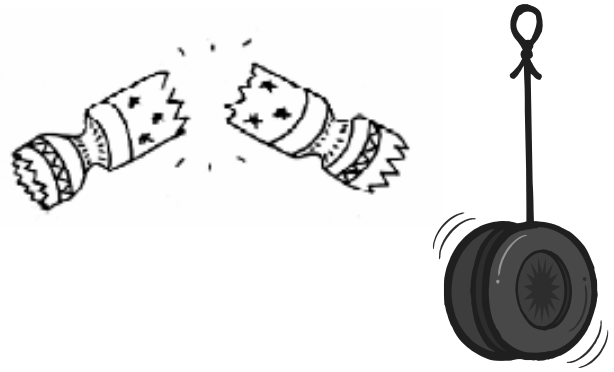
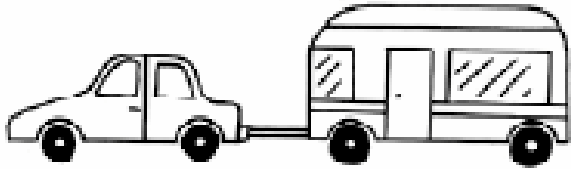


Oceans and Seas



Year Two

1. Forces and Movement



Ask children to suggest as many words as possible to describe the movement in the pictures.

2. Changing Shape by Force

push

stretch

twist

pull

squash

I made

Action I used

Present children with some plasticine. Ask children to explore how to make a variety of shapes eg *sausage, ball, worm* to describe what action they used eg *twist, stretch* and to classify the action as a push or a pull.

3. Changing Speed by Force

How did you make the toy car move?

How did you make it move faster?

How did you make it move more slowly?

How did you make it change direction?

Present children with a collection of toy cars and ask them how to make them move faster, slower, or change direction.

4. Comparing How Objects Move

Ask children to talk about how to make themselves move fast *eg on a bicycle, roller blades, a slide* and how they make themselves slow down. Ask them to record their ideas in drawing and simple writing.

5. Science Investigation: Toy Cars on the Table

Question:

Results table:

What will we change?

1. _____
2. _____
3. _____

What will we keep the same?

Method

Prediction:

Conclusion

Ask children to think about toy cars rolling on a flat surface and to suggest a question they might investigate.

6. Science Investigation: Toy Cars on the Ramp

Question:

Results table:

What surfaces will we choose?

1. _____
2. _____
3. _____

What will we keep the same?

Method

Prediction:

Conclusion

Let children explore toy cars rolling down ramps. Ask them if they think that the surface of the ramp will make a difference to how far the car travels from the bottom of the ramp. Investigate this.

7. Science Investigation: Toy Cars on the Ramp

Question:

Results table:

What will we change?

1. _____
2. _____
3. _____

What will we keep the same?

Method

Prediction:

Conclusion

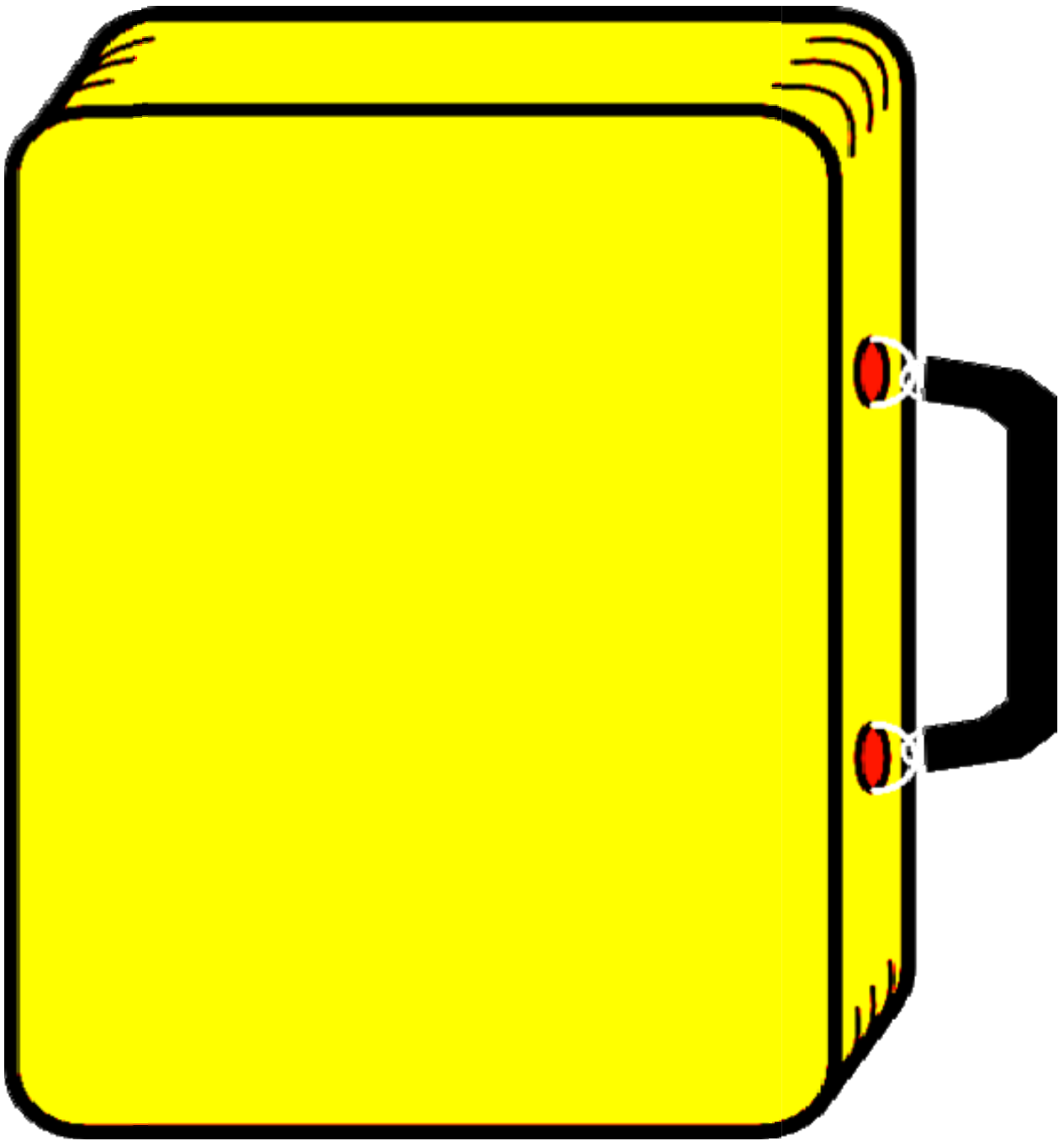
In groups, ask children to suggest what else makes a difference to how far the car travels from the bottom of the ramp *eg height of ramp, how far up the ramp it starts, amount of push*. Ask children to suggest a question they might test. Help them to investigate, measure, record results, etc.

11. Oceans and Seas of the World



Ask children to label the 5 oceans and 7 continents on the world map.

12. Going to the Seaside



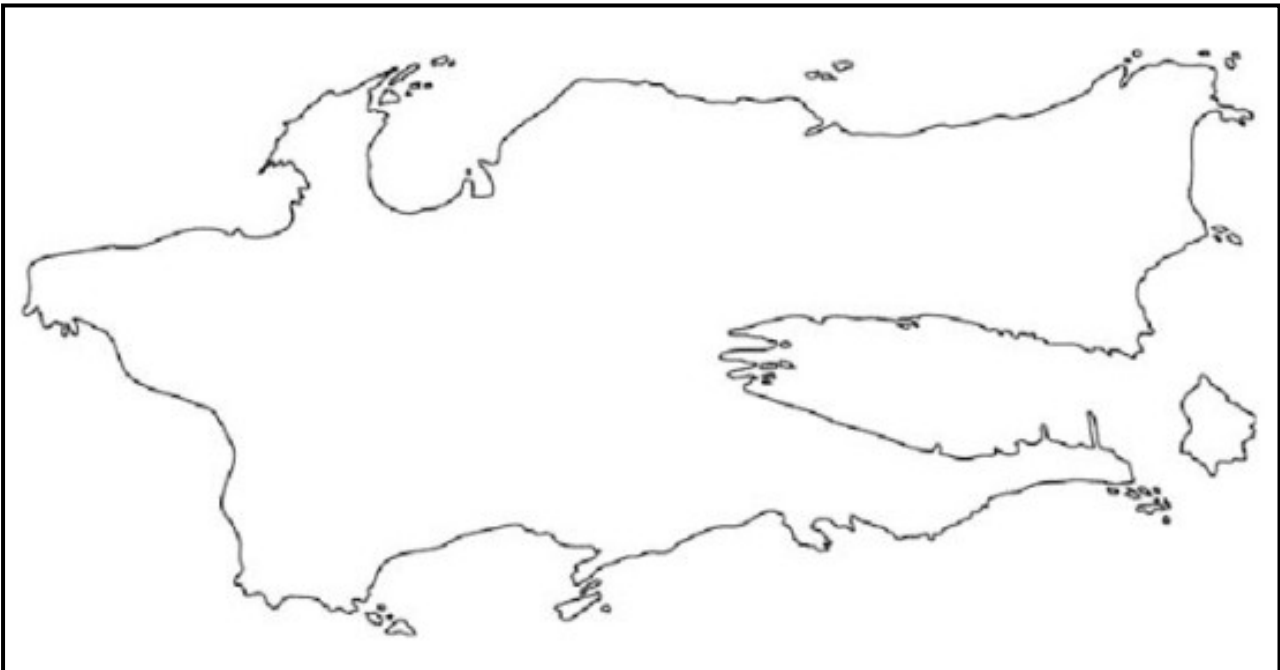
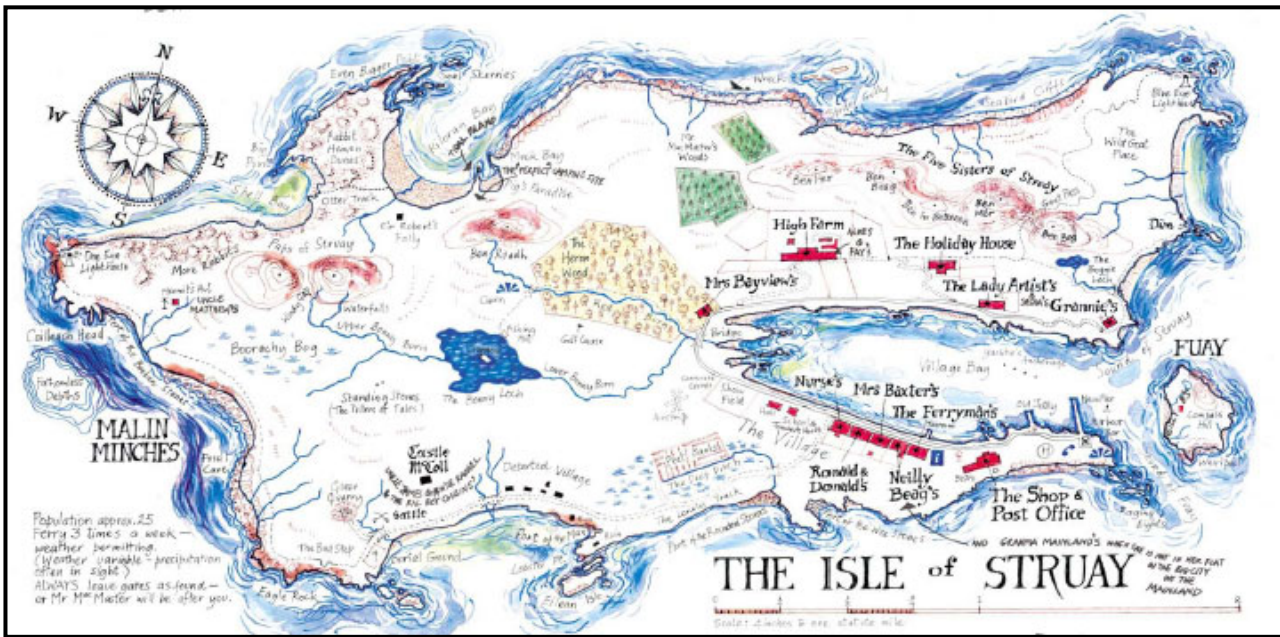
I will take because

Ask children to imagine that they were going to the seaside. What things would they pack in their suitcase and why would they need them?

13. Features of the Seaside

Ask the children to use a key to label human and physical features of the seaside area.

14. The Isle of Struay



Physical

Human

Ask the children to identify suitable words to do with physical and human landscapes in Struay.

15. Similarities and Differences

	Isle of Struay	Madrid

Ask the children to make a list of the similarities and differences between Struay and their locality under headings such as houses, physical landscape, transport, jobs.

16. Postcard Designs

Each child will produce an A4 sized postcard from their holiday location (Struay or Madrid). Children should think carefully about which landmarks they wish to include. They should then try to draw them accurately and to scale.

17. Greetings from ...

A large rectangular frame with a thick black border, intended for writing a postcard. Inside the frame, there is a horizontal grey line near the top, followed by four vertical grey lines of equal length and spacing, and a small square box in the bottom right corner.

In the same pairs as the previous session, children now write the postcard from their location. They should state what they like and dislike about the location they are in.

18. Seaside Holidays in the Past

Let the children record, using simple sentences, similarities and differences between seaside holidays now and in the past.

19. Souvenirs and Artefacts

Show a selection of souvenirs collected from seaside holidays in the past and/or show the pictures of artefacts from the *Magic Grandad* DVD. Ask the children to draw each of the things and write a caption for their pictures, explaining what information the souvenir provides about seaside holidays in the past.

20. Postcards from the Past

Similarly to the activity in Week Six, divide the class into pairs. One person will pretend that they are going on a seaside holiday now and the other person in the past.
Each child will produce an A4 sized postcard from their holiday location.

21. Greetings from ...

A large rectangular frame representing a postcard. Inside the frame, there is a horizontal line near the bottom. Below this line are four vertical lines of equal length, spaced evenly. In the bottom right corner of the frame, there is a smaller square box.

Children should also write on the back of their postcard – again considering what clues they can include to demonstrate the era it is from.

22. Using Electricity

Mains

Battery

Help children to make a record of all the electrical appliances they can see around the school, together with their use. Sort them according to whether they use mains or battery power (or both). Then ask the children to write 'L' by the things which light up.

'M' by those that move.

'H' by those that get hot.

'S' by those that make sounds.

23. Electrical Safety





Children should describe the dangers in each of the pictures.

24. Using Batteries

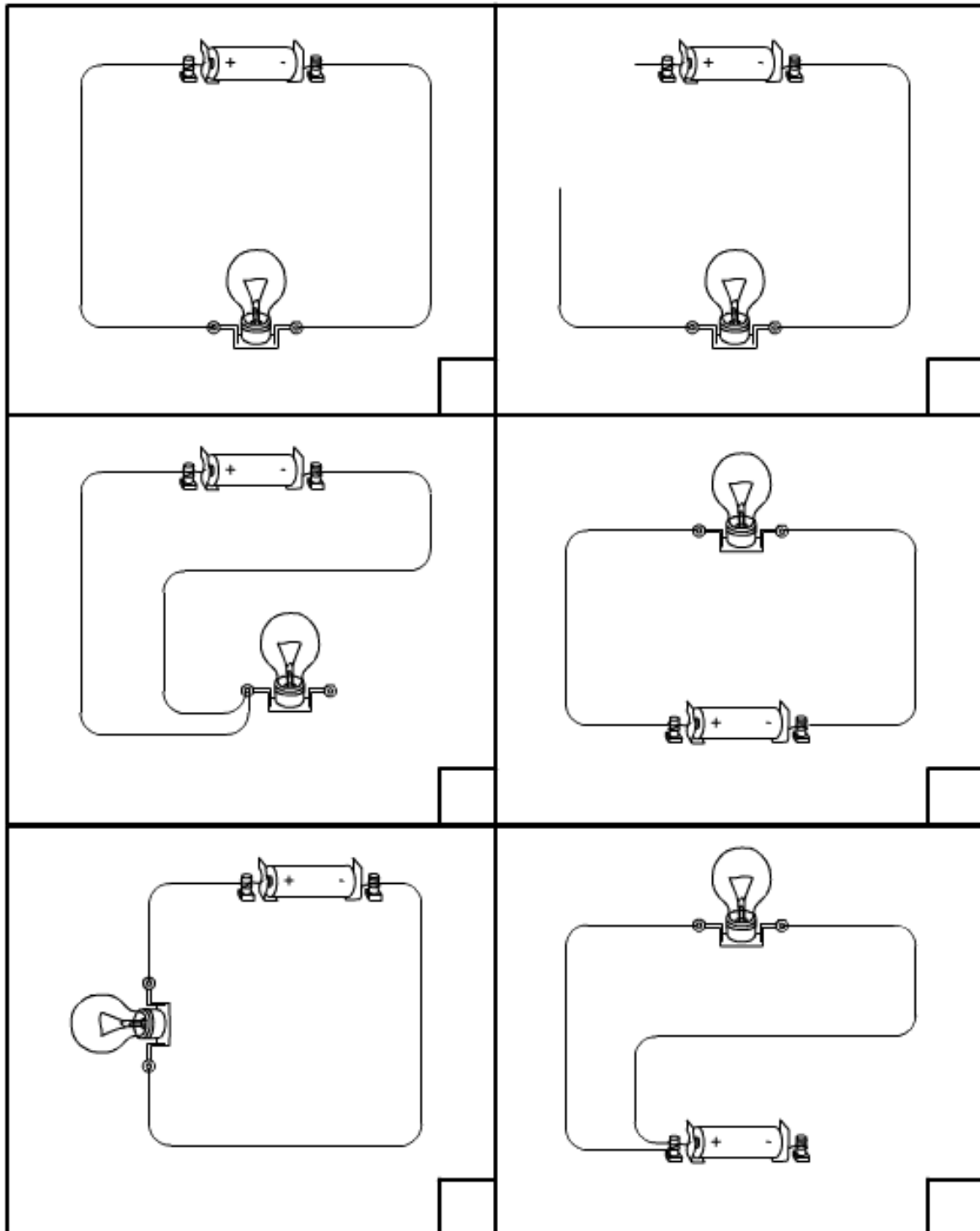


Ask children to identify which battery would be used for each device. Help children to examine a battery and identify the symbols + and - . Demonstrate a device where it is important that the battery is in the correct orientation.

25. Making a Circuit

Present children with a collection of batteries, insulated wires and matched bulbs or buzzers. Challenge them to make the bulb light or buzzer sound. Ask children to draw pictures to show their working circuits and to explain their drawings indicating why the circuits work.

26. Investigating Different Circuits



Look at each of the circuits. If you think the bulb will light, colour the bulb yellow and put a tick in the box.

27. Designing a Model

Design Criteria

- .
- .
- .

Labelled Diagram

What will you need?
How will you make it?

Evaluation:

Children should design a model of something seen at the seaside (e.g. lighthouse, Punch and Judy stand, attraction from the funfair). They should include a winding mechanism and simple circuit in their design.