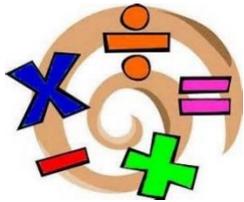




**Entry Point**

**Beside the seaside**

As a starting point children will go on an imaginary expedition pretending they go to the seaside. They will decide what to wear, what type of equipment they will take and predict what they can expect at the seaside. They will plan the journey and set off for a great adventure. Children will collect memories from their trip and keep them in the seaside memory jar.

<b>Year Group:</b>		
<b>Subject</b>	<b>Topics</b>	<b>Key learning focus</b>
<p><b>English</b></p> 	<p><b>Our genres for this term are:</b></p> <ul style="list-style-type: none"> <li>• Information texts</li> <li>• Sense poetry</li> <li>• Stories by the same author</li> </ul> <p>We are using the Talk for Writing approach which uses drama and speaking and listening skills to inspire and develop ideas.</p>	<p>As writers and readers, we will:</p> <ul style="list-style-type: none"> <li>• Continue to explore different literacy devices, including the way stories are told, written and the impact this has on the reader.</li> <li>• Plan and write a range of fiction and non-fiction genres so that we can practice and develop key skills.</li> <li>• Practice Spelling, punctuation and grammar as starters at the beginning of each lesson.</li> </ul>
<p><b>Mathematics</b></p> 	<p><b>The units for this term are:</b></p> <ul style="list-style-type: none"> <li>• Measurement: Mass, Capacity, Temperature, Time</li> <li>• Statistics</li> <li>• Problem solving and efficient methods</li> <li>• Investigations</li> </ul>	<p>As mathematicians, we will:</p> <ul style="list-style-type: none"> <li>• Tell the time to the nearest 5 minutes, including drawing hands on the clocks.</li> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and tables.</li> <li>• Compare measurement, read and record from scales.</li> <li>• Solve more complex problems.</li> <li>• Solve findings from their investigations.</li> </ul>
<p><b>Science</b></p> 	<p><b>The unit for this term is:</b></p> <ul style="list-style-type: none"> <li>• Plants</li> </ul>	<p>As Scientists we will:</p> <ul style="list-style-type: none"> <li>• Learn about plants, how they grow, what they need to grow and how they reproduce.</li> <li>• Plant seeds to perform simple tests, observe and record their findings.</li> <li>• Learn about different types of plants and their habitats.</li> </ul>

<p><b>History</b></p> 	<p><b>The unit for this term is:</b></p> <ul style="list-style-type: none"> <li>• Beside the seaside</li> <li>• Seaside holidays then and now.</li> </ul>	<p>As Historians we will:</p> <ul style="list-style-type: none"> <li>• Learn about the lives of individuals in the past and compare them to now.</li> <li>• Learn where people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• Learn about where the seaside holidays come from and how they started.</li> </ul>
<p><b>Geography</b></p> 	<p><b>The unit for this term is:</b></p> <ul style="list-style-type: none"> <li>• Beside the seaside</li> <li>• Seaside human and natural features.</li> </ul>	<p>As Geographers we will:</p> <ul style="list-style-type: none"> <li>• Name and locate the UK seaside resources.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key.</li> </ul>
<p><b>Art and Design</b></p> 	<p><b>The unit for this term is:</b></p> <ul style="list-style-type: none"> <li>• Exploring materials</li> <li>• Making puppets</li> </ul>	<p>As Artists we will:</p> <ul style="list-style-type: none"> <li>• Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>
<p><b>Design and Technology</b></p> 	<p><b>The unit for this term is:</b></p> <ul style="list-style-type: none"> <li>• Food technology</li> </ul>	<p>As Designers/ Engineers we will:</p> <ul style="list-style-type: none"> <li>• Learn about where food comes from and how we prepare simple food.</li> <li>• Taste the food, then design and make a sandwich of our choice to be the best lunch for the lighthouse keeper.</li> </ul>
<p><b>Religious education</b></p>	<p><b>The units for this term are:</b></p> <ul style="list-style-type: none"> <li>• Belonging- symbols in Christianity and Judaism</li> </ul>	<p>As Theologians we will:</p>

	<ul style="list-style-type: none"> <li>Behaving- Human impact on the world</li> </ul>	<ul style="list-style-type: none"> <li>Learn how and why Christians and Jews use symbols in everyday life and as part of celebrations.</li> <li>Understand how symbols help us understand things and how clothes, colours and movements can be symbols.</li> <li>Discuss why so many people think it is important to look after the world.</li> <li>Discuss how we could help to look after the world and what sorts of things we could do.</li> </ul>
<p><b>Computing</b></p> 	<p><b>The unit for this term is:</b></p> <ul style="list-style-type: none"> <li>Using the internet safely</li> </ul>	<p>As computer scientists, we will:</p> <ul style="list-style-type: none"> <li>Learn how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when we have concerns about material on the internet.</li> <li>Recognise common uses of information technology beyond school.</li> </ul>
<p><b>Music</b></p> 	<p><b>The unit for this term is:</b></p> <ul style="list-style-type: none"> <li>Exploring music</li> </ul>	<p>As Musicians we will:</p> <ul style="list-style-type: none"> <li>Use our voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>Play tuned and untuned instruments musically.</li> </ul>
<p><b>P.E</b></p> 	<p><b>The unit for this term is:</b></p> <ul style="list-style-type: none"> <li>Exploring basic movements</li> </ul>	<p>As Sportspeople, we will be able to:</p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ul>
<p><b>PSHCE</b></p> 	<p><b>The units for this term are:</b></p> <ul style="list-style-type: none"> <li>Internet safety</li> <li>Money matters</li> <li>Hazard watch</li> </ul>	<p>As members of a community we will:</p> <ul style="list-style-type: none"> <li>Be safe online.</li> <li>Learn the importance of money and how to handle it.</li> <li>Learn about possible hazards and how to respond to them.</li> </ul>