

**Key Skills**

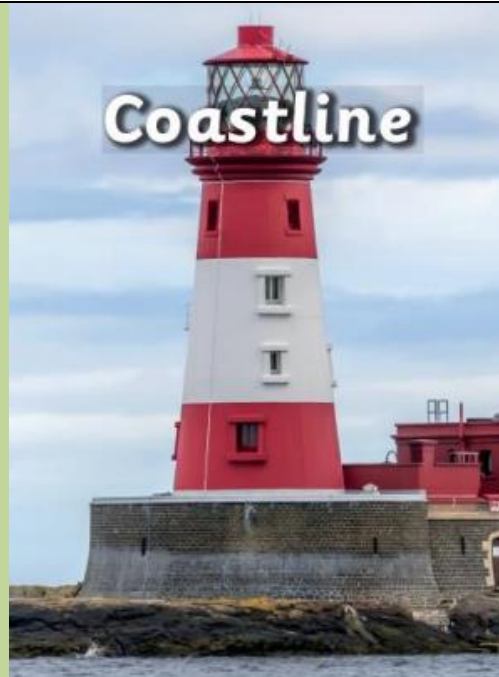
To name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas.

To understand the process of coastal erosion.

To identify key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

To distinguish between man-made and physical features.

To develop good map skills and understand of compass directions and directional language.



**Key Knowledge**

**The Coast**

The coast is where the land meets the sea. The coast looks different everywhere because the waves crash against the edge of the land in different directions and some places have more forceful storms than others. There are also areas where the rock in the land is soft and areas where the rock is hard.

**Tourism**

Tourism is when people travel from where they live to another place for pleasure or relaxation. Communities on the coast rely on tourism for employment.

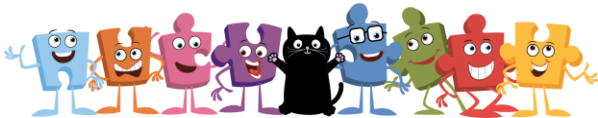
**Erosion**

Erosion is a natural process where materials, such as rock, sand and soil, are moved from one place to another. As waves crash against the coastline, they break off, or erode, tiny pieces of rock. Over time the coastline is worn away. Sea defences, such as sea walls and lines of large rocks, called rip-rap, are put at the bottom of cliffs to stop erosion.

**Key Vocabulary**

capsize volunteer	charity	coastline	compass
emergency	explorer	feature	voyage
erosion	lifeboats	Royal Navy	emergency

<p><b>English:</b> In English, we will be reading 'The Sea Saw' and 'At the Beach', with writing opportunities including writing postcards, newspaper articles and poetry. We will also continue working on our handwriting, ensuring letters are formed correctly and using precursive strokes.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Developing a pleasure for reading.</li> <li>• Discussing the sequence of events in books.</li> <li>• Discussing their favourite words and phrases.</li> <li>• Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> <li>• Checking that the text makes sense to them.</li> <li>• Writing about real events.</li> <li>• Writing for different purposes.</li> <li>• Evaluating their own writing.</li> <li>• Proof-reading to check for errors.</li> <li>• Learning how to use apostrophes for contracted forms (didn't).</li> <li>• Learning to use apostrophes for possession.</li> <li>• Using the present and past tense correctly and consistently.</li> <li>• Using sub-ordination (when, if, that, because) and coordination (or, and, but).</li> <li>• Applying spelling rules in writing.</li> </ul>	<p><b>Science:</b> This half term we will be focusing on 'Living things and their habitats'.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.</li> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> </ul>	<p><b>Maths:</b> This half term we will be looking at measurement, position and direction.</p> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</li> <li>• Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul> <p>Position and direction</p> <ul style="list-style-type: none"> <li>• Order and arrange combinations of mathematical objects in patterns and sequences.</li> <li>• Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul>
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<p><b>Computing:</b> In computing, pupils will focus specifically on the technology that surrounds the film industry and is used to create both animated and live action films. Pupils will use the app Toontastic to digitally plan and create an animated film and Scratch Jr as a method of storyboarding, before filming a live action trailer using the app iMovie.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Pupils know all stories consist of a beginning, middle and an end.</li> <li>• Pupils can name three camera angles.</li> <li>• Pupils understand why a storyboard is used before filming.</li> <li>• Pupils will be able to plan their own short storyline.</li> <li>• Pupils know what a theme is in regards to film.</li> </ul>	<p><b>PSHE:</b> In PSHE we will be thinking about 'Changing Me'.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Recognise cycles of life in nature.</li> <li>• Understand the natural process of growing from young to old and understand that this is not in my control.</li> <li>• Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</li> <li>• Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private.</li> <li>• Understand there are different types of touch and can tell you which ones I like and don't like.</li> </ul> 	<p><b>R.E:</b> This half term we will be learning about Jumu'ah and traditions in Islam.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.</li> <li>• Understand that people have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.</li> <li>• Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</li> <li>• Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities</li> <li>• Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</li> </ul>
<p><b>Art/DT:</b> As artists we will be looking at different artists such as Claude Monet and Hokusai, all of whom have painted the sea, oceans or other water.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p><b>Music:</b> In music, the children will be looking at folk songs, tension and relaxation in music and will be composing with Britten's Sea Interludes.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Listening to 20th century classical music</li> <li>• 2- and 3-time Beat</li> <li>• Beat groupings</li> <li>• Create action patterns in 2- and 3- time.</li> <li>• Mark the beat by tapping, clapping and swinging to the music.</li> <li>• Listen and move, stepping a variety of rhythm patterns and identify them in familiar songs.</li> <li>• Move freely and creatively to music using a prop.</li> </ul>	<p><b>PE:</b> In PE the children will be developing their swimming and water safety skills.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Get in and out of the pool safely and confidently.</li> <li>• Move around the water in different ways safely and confidently.</li> <li>• Emerge ourselves in water.</li> <li>• Use a range of strokes to swim.</li> </ul>