

English

In English we will be using stories around seaside theme to begin with storytelling and roleplay. We look at the story 'Sharing Shell' plot the story and begin sentence writing using high quality text. We will retell and innovate it. This will allow the children to identify, settings, problems and solutions. Children will then go on to use these skills when reading 'Stone Girl Bone Girl.' Children will use their sentence knowledge to form letters as an approach to our dilemma.

Phonics - learning and applying phonic knowledge to decode words, responding with correct sounds to graphemes.

Forming digits 0-9

Skills- forming lower case and upper case letter. Pencil grip.

Maths

Numbers to 10 Counting forwards and backwards beginning with any number, identifying and representing numbers, comparing sets, finding one more and one less, addition and subtraction, number bonds to 10, number stories.

Read and write numbers in numerals and words.

History

In history the children will develop an awareness of the past and identify similarities and differences between ways of life in different periods. Children will consider- what were holidays like for your parents or Grandparents compared to today? Children will learn about the significant person of Mary Anning in history and link this to her discovery as well as equality.

Geography

Children will look at and build knowledge on their own surroundings. They will go deeper by looking at beaches, coast lines and cliffs. They will use objects to create their own and provide a context. Children will look at view points and aerial views.

PSHE

In PSHE children will look at the class rules and begin to see the classroom as a safe place. Children will look at behaviours in the classroom and begin to look at the feelings of achievement and choice.

PE

Children will master basic movement e.g. running, jumping, throwing, catching, balance, agility and co-ordination They will begin to participate in team games as well as perform dances using simple movement.

Computing

In computing children will look at and recognise technology in the classroom. They will use the mouse and keyboard to understand their uses and begin to save and open files.

Science

In science children will identify and classify different types of animals. Children will look at what groups these animals as well as look at their diet. Children will carry out the beginning of an observation overtime by looking at and drawing a tree that they will later report back too.

The children will begin to look at seasons when beginning observations also.

Music

Nick Cope- plastic bag song

In music children will be taught by Mrs Graham. The children will sing seaside songs and Play tuned and untuned instruments to also listen and understand live and recorded music. Children will move on to make and combine sounds musically.



Beachcombing

How can we look after each other? We discover the role in looking after each other and the world around us.

Concepts: Source

RE

Children will look at retelling a religious story in RE. They will look at the difference in beliefs and the importance of understanding religions around the world. Children will look closer at Judaism and when looking at the topic Beachcombing children will look at the way Muslims look after the world. Children will also look at Harvest this term.

LEARNING LINKS

In Reception their dinosaur topic and brief look at fossils prepares children for our work on Mary Anning and her significance as a female scientist. In Y2 children go on to study the ocean biome.

Art

In art children will focus on shells and look at the importance of line, pattern and colour. Children will experiment with different techniques and tools to build their skills on these elements. Children will then create their own shell. Using the skill of observational drawing children will also sketch harvest fruit and vegetables as part of developing knowledge on Harvest.

DT

Children will develop their knowledge of structure in Design Technology and create a windmill. They will use shape to support this and begin an understanding of the design and evaluate process.