



This is a wonderful topic that promises to engage children and stimulate learning across the curriculum. Children will draw on their own experiences and questions about the coast.

This topic centres on the geography programme of study for Key Stage 1, with the focus on the human and physical features of coastal areas in the UK and beyond. We will develop our understanding of empathy and develop values of responsible citizenship when we discuss the ways we can care for our oceans and current threats to the natural world and coastal areas. Our English curriculum will use the high-quality text, *The Lighthouse Keeper's Lunch*, to teach a sequence of learning that builds on children's story writing skills as well as practise non-fiction writing for a purpose and audience. Children will learn how to write a structured story that will engage a reader. In maths we will develop our knowledge and understanding of number and learn methods to solve equations using the four calculation operations.

Oh, I do like to be beside the seaside!

SUBJECT AREAS

GEOGRAPHY

- To identify geographical characteristics of the UK.
- To identify human and physical features on an aerial photograph.
- To locate and identify the characteristics of the four countries and capital cities of the UK.
- To use locational language and the compass points (N, S, E, W) to describe the location of features on a map including coastal locations, seas and oceans surrounding the UK.
- To use key words to describe different places, including seaside locations.
- To define the coast as a piece of land along the sea or ocean.
- To identify some features of a coast.
- To investigate how people use the local coast.
- To describe places and routes on a map.
- To understand what seaside holidays and resorts were like in the past and the present.
- To compare our local seaside with different coastal climates
- To know the names of the five oceans and locate them on a map.
- To understand the difference between oceans and seas.

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- To know the names of a basic range of feelings and the strength of their feelings.
- To say how I am feeling.
- To describe how strong my feeling is.
- To begin to recognise feelings in others.
- To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others.
- To have some ideas for what might cause us to feel a particular way.
- To begin to see links between feelings and actions in myself and others.
- To recognise strong emotions and know some strategies to deal with them.
- To understand the difference between impulsive behaviour and that which is thought through and what both might feel and look like.
- To know how to get support when they need it.
- To know some people I can go to when I need help.
- To start to use simple strategies to begin to ask for help.
- To talk about personal gifts and talents; what they are good at and also what they find more difficult.
- To recognise positive qualities in others.
- To understand that they can do things to help change their mood and that this may be helpful.
- To recognise and name some uncomfortable feelings.
- To have some strategies for helping myself feel more positive.

DESIGN TECHNOLOGY	<ul style="list-style-type: none"> • To explore healthy eating and varied diets. • To understand where our food comes from. • To name the key features of a healthy diet. • To make a design brief. • To explain how to safely chop food. • To chop, grate and snip food. • To taste test food combinations. • To make a smoothie that meets a design brief. • To taste test my final products. • To describe the taste, texture and smell of fruit and vegetable • To design and make a label for your product. • To describe the information that should be included on a label. • To write the ingredients. • To evaluate my final product. • To reflect on a finished product, explaining likes and dislikes. • To evaluate my smoothie by giving it a score.
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MUSIC	<ul style="list-style-type: none"> • To identify different sound sources. • To learn about famous composers. • To identify long and short sounds in music. • To identify how different sounds can give a message; create and choose sounds in response to given stimulus. • To identify different groups of instruments, to sing with a sense of awareness of pulse and control rhythm. • To follow instructions that combine musical elements. • To identify how different sounds can give a message. • To identify the pulse and join in getting faster and slower together.
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COMPUTING	<ul style="list-style-type: none"> • To make careful choices when changing text • To add and remove text on a computer • To identify that the look of text can be changed on a computer • To make careful choices when changing text • To explain why I used the tools that I chose • To compare typing on a computer to writing on Paper • To say how music can make us feel • To identify that there are patterns in music • To experiment with sound using a computer • To use a computer to create a musical pattern • To create music for a purpose • To review and refine our computer work
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RELIGIOUS EDUCATION	<ul style="list-style-type: none"> • To explore what promises people might make for a new baby. • To explore what Muslim people do to show a baby is special. • To talk about how Christians celebrate the birth of a baby. • To discuss baby naming ceremonies. • To explore humanist celebration and compare what is similar/different to religious ceremonies.
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SCIENCE	<ul style="list-style-type: none"> • To observe changes across the four seasons • To observe and describe weather associated with the seasons and how day length varies. • To work scientifically by: making tables and charts about the weather • To display what happens in the world around them • To work scientifically by: making tables and charts about day length as the seasons change
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PHYSICAL EDUCATION	<ul style="list-style-type: none"> • To master basic movements including running and jumping. • To move at different speeds. • To travel and follow different pathways. • To jump for height • To jump for distance. • To take off and land on one foot • To plan and perform a jumping sequence.
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