



**Literacy**

The children will be developing their understanding of the difference between fiction and non-fiction books by reading and creating their own recounts, instructions and information texts based on research about the seaside and marine biodiversity.

**Phonics**

This term the children will be preparing for their Phonics Screening Check. We will be looking at lots of practise materials and have fun rehearsing all of the sounds we know!

**SPaG** – The children will have a weekly lesson based on either Spelling, Punctuation or Grammar.

**Empathy, Happiness and Wellbeing**

This year, the children will be learning about empathy through shared stories, activities and discussions. This term we will be continuing the Empathy Lab theme of 'sharing'.

**Numeracy**

We will continue to work on developing skills across many areas of mathematics in order to achieve mastery level. The children will continue to work on numbers to 100 and will also begin to measure and compare lengths, weights and units of time. The children will also use and apply their knowledge of shapes in a variety of contexts. Later on in this term, the children will be introduced to the concepts of time, money, mass and space.

**Scientific and technological understanding**

**Physics** – Everyday materials in which we will be investigating a variety of widely used materials; understand why some materials are chosen for specific tasks; distinguish between an object and the material from which it is made. We will investigate objects that have been found on the seashore to research Marine biodiversity and the impact man made materials have on the environment.

**Chemistry** – We will continue to observe how the seasons change throughout the year and the different types of weather associated with the summer.

**Biology** – We will discover some amazing creatures that live in the ocean by handling real specimens.



**Our topic this term is Seaside Holidays!**

**Understanding the Arts and Culture**

**Music-** In music we will develop the elements of music through singing games and activities.

**Art /DT**

We will use the seaside theme of shells, rocks, pebbles, waves and marine wildlife to inspire our own ideas. Using elements of lines, shapes, textures to create artwork and sculptures. We will experiment with wax resist and collage to create underwater scenes using a variety of junk materials.



**Historical, geographical and social understanding**

**Geography: Going to the Seaside.**

We will start by travelling back in time to investigate fossil evidence that Cambridge used to be at the bottom of a Jurassic ocean and that the seaside might not have been as safe a place as it is today! We will discover how the power of waves creates natural coastal features and how humans have impacted the environment.

**History: Seaside holidays in the past**

This unit compares seaside holidays in the recent past with those taken a long time ago. Children will develop an understanding of chronology, an ability to ask and answer questions about different sources of information, recognise some similarities and differences between holidays now and in the past; and write sentences about seaside holidays in the past, using words related to the passing of time

**Understanding physical development, health and well-being**

**Streamers** – The children will use dance and movement with streamers to create shapes, sequences of movement in time with music.

**Athletics** – The children will work with Premier Sport and engage in a curriculum designed to develop their skills and knowledge within games.

**Social, Moral, Spiritual and Religious Understanding**  
**PSHE – Managing Risk**

This unit focuses on introducing the concept of risk and developing an understanding of ways risks might be reduced. Children will build on their understanding of the importance of people they can turn to for help.

**RE – Sikhism**

This unit will help the children realise the importance of belonging to a community and yet being an individual as well within the community. The children will also consider which communities they belong to and reflect upon how they outwardly demonstrate this e.g. school and school uniform, football team and uniform.