

# Coastline

Spring Term 1 2025

## English

**Key Texts-** The Storm Whale, Flotsam, Dear Greenpeace, The Enormous Crocodile.

**Reading-** Children will read books from their reading level in school as well as at home. Within lessons we will read a mixture of both fiction and non-fiction.

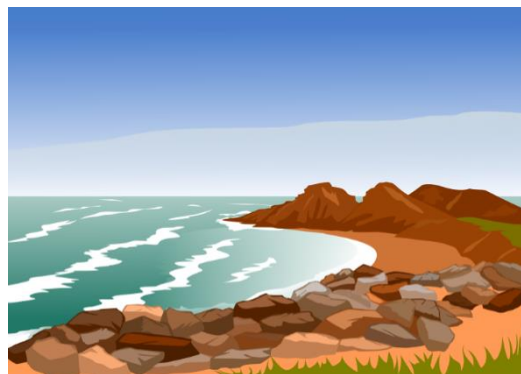
**Writing-** Children will be writing for different purposes such as instruction writing and poetry. We will still be focusing on the basic sentence structures and extending those. We will use 'The Write Stuff' to help children expand their vocabulary. The children will also be practising and applying their year 2 spellings.

## Maths

**Main focus-** Multiplication and Division, Length and height, position and direction, time and mass, capacity and temperature.

Throughout the year the children will be covering the following throughout the year:

- Money.
- Multiplying and dividing.
- 2D and 3D shape.
- Fractions.
- Statistics.
- Measurement.
- Geometry.



### Brief outline of Learning Journey:

A geography based topic that teaches children about the physical and human features of coastal regions across the United Kingdom, including an exploration of the coastal town of Whitby in Yorkshire.

### PE

Wednesdays - External coaches.

Thursdays - Real PE focusing on travelling and moving our bodies in different ways with Miss Grounds.

### Music

This half term the children will be using the Sing Up music scheme to explore different genres of music whilst looking at rhythm, pitch and tempo.

## Science

**Context: Materials**

**Key Vocabulary and Knowledge:**

- To describe the properties of natural and man-made materials and where they are found in the environment. To observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.
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- Describe how some objects and materials can be changed and how these changes can be desirable or undesirable.
- To perform simple tests and use their observations and ideas to suggest answers to questions.
- To enquire Gather and record data to help in answering questions.
- Compare the suitability of a range of everyday materials for particular uses, including wood, metal, plastic, glass, brick, rock, paper and cardboard.

## Computing:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

## Main subject for topic- Geography

**Context-** Changes over time.

### Skills developed-

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).

### Knowledge and key vocabulary -

- To identify physical features of the coastline include headlands, caves, arches, stacks, bays, beaches, cliffs, sandbanks and sand dunes.
- Use simple compass directions to describe the location of features or a route on a map.
- To describe in simple terms the effects of erosion.
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

## RE- Anand Karaj - Sikh Weddings.

- Recall and name the religion of Judaism.
- Retell and suggest meanings to the religious story of Hanukkah.
- Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities, such as the menorah.
- 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.

## Art- Flowerhead.

This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.

## Jigsaw- Lifeskills

Spring 1: Dreams and Goals.

Spring 2: Healthy Me.

