

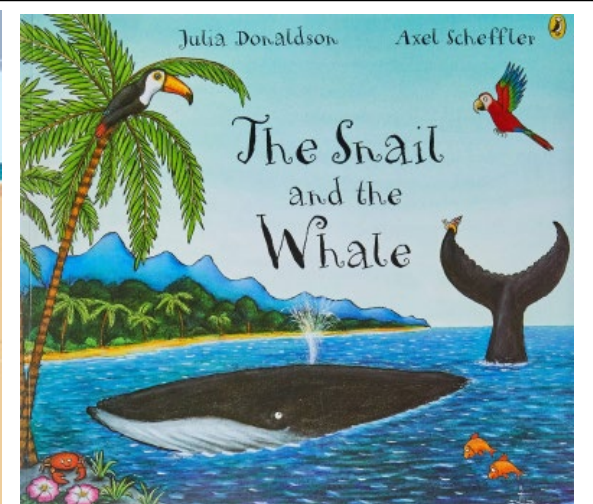
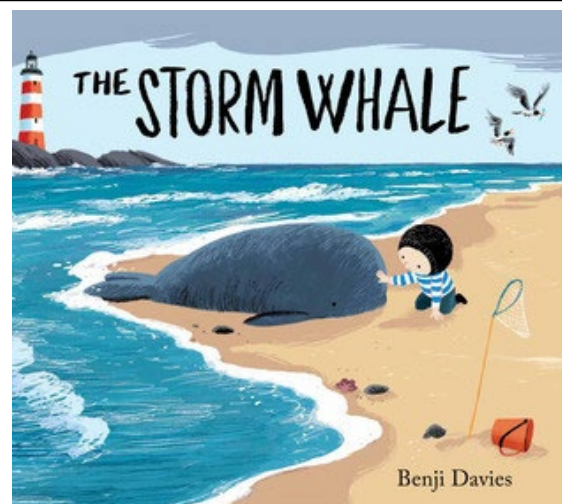
Core School Value	Curriculum Key Concept	Trips/Enrichment & Visitors	Pupil Leadership
Hope	Ecology and Evolution Sub Concept: Energy and Sustainability	Visit to Folkestone Harbour	Buddies for Venus

# MARS SPRING TOPIC TITLE: *The Seaside*

Key Concept Question: How has the seaside changed over time?

## Core Texts

Every day, in a house by the sea, a little boy watches his father leave for a long day's work. One night, a great storm washes a small whale onto the beach. The boy discovers the whale is a good listener. The father discovers the boy is lonely. Together, they return the whale to the sea. And from that day on, the boy learns that the father can be a good listener too, in Benji Davies's heartwarming tale, *The Storm Whale*.



A snail longs to see the world and hitches a lift on a whale's tail. Together they go on an amazing journey, past icebergs and volcanoes, sharks and penguins, and the snail feels very small in the vastness of the world. But when the whale is beached in a bay, it's the tiny snail who saves the day.

## English: Core reading texts: Storm Whale by Benji Davies and Snail and the Whale by Julia Donaldson and Axel Sheffler.

**Reading:** Through our core texts and using samples from a wide variety of fiction, non-fiction and poetry texts we will develop our word meaning, retrieval, inference, sequencing and predicting skills.

**Writing:** Storm Whale: thought bubbles, list writing and instructions, setting/scene description, performance poetry, script writing, narrative retelling; The Snail and the Whale: Thought/Speech bubbles, written predictions, letter, travel journey entries – descriptive writing, newspaper report recount, information text.

**EGPS/Spelling:** Y1 Introduce, revise and review conjunction 'and' to join words and sentences. Introduce, revisit and review question Marks. Introduce, revisit and review exclamation marks, introduce singular and plural words. Revisit question marks and exclamation marks. Revisit singular and plural words Revisit capital letters for the names of people, places and 'I'. Phonics Level 5: Long Vowel Sounds, 'ch' saying /c/, 'ch' saying /sh/, 'ir' saying /er/, 'ue' saying /yoo/ and /oo/, 'ew' saying /yoo/ and /oo/, 'y' saying /ee/. 'aw' and 'au' saying /or/, 'ow' and 'oe' saying /oa/, 'wh' saying /w/, 'g' saying /j/, 'c' saying /s/, 'ph' saying /f/, 'ea' saying /e/. Y2 Regular present tense, questions and commands, exclamations and statements, alphabetical order to the first and second letter then using second or subsequent letters, irregular past tense. Exciting words, alternative words for 'said', exclamation marks to show emotion or shouting, improving sentences, adjectives and nouns (comparatives and superlatives), contractions, using a dictionary - finding definitions, verbs and adverbs. Phonics Level 6: Adding -ed and -er to words ending in e, 'eer' saying /ear/, 'ture' saying /cher, Adding -est and -y to words ending in e, Adding -ing and -ed to CVC and CCVC words, 'o' saying /u/, 'ey' saying /ee/, Adding -er, -est and -y to CVCC and CVC words, Contractions, 'war' saying /wor/ and 'wor' saying /wur/ 'mb' saying /m/, 'a' and 'al' saying /or/.

## Science – Biology – Animals including Humans

How could we identify and name some common animals?  
How could we describe and compare the structure of a variety of common animals?  
How can we identify, name and sort animals according to what they eat?  
How could we name and label the parts of the human body?  
How could we perform simple tests to find out more about the five senses?  
How could we sort animals according to a criteria?  
How could we match, sort and group young animals and their adults?  
How do animals change as they grow into adults?  
How could we compare the stages of the human life cycle?  
How could we research and describe what animals, including humans, need to survive?  
How could we test the effects of exercise on the human body?  
How could we investigate the importance of healthy eating and hygiene?

## Topic: Geography

### Key enquiry questions:

Where are our seashores?

How could we describe features of the seashore?

How are the seashores of the past different from today?

How could we describe living in a seashore town?

What makes an island? How could we locate them?

How could we explore a seashore locality?

Who was Grace Darling and why was she important?

## Curriculum Subjects

**DT:** Making moving pictures and creating smoothies

**PSHE:** Safety and the Changing body and Citizenship

**Music:** Charanga – In the Groove and Round and Round

**British values:** Taught weekly based around a yearly calendar.

## Maths

**Y1 – Place value** (to 50), counting, comparing, understanding, number lines, estimating, ordering.

**Y1 Addition and Subtraction** (within 20), counting on, doubles, near doubles, counting back, finding the difference, related facts.

**Length & Height** compare lengths /heights, measure using objects/cm/m Y2 only.

**Mass and Volume** Heavier and lighter, measure/compare mass, volume, capacity (g/kg/l/ml Y2). Also temperature for Y2.

**Y2 – Money**, count, compare, calculate amounts of money in £ and p.

**Y2 – Multiplication** equal groups, arrays, 2, 10, 5 times table, division, halving.

**RE: Christianity** Gospel: What is the good news Jesus brings?  
Salvation: Why does Easter matter to Christians?

**Computing** Data handling:  
Introduction to data.

Programming 2: ScratchJr.

**Outdoor learning:**  
Bird Feeders, Survival (den buildings)

**PE**  
Gymnastics and Fitness