

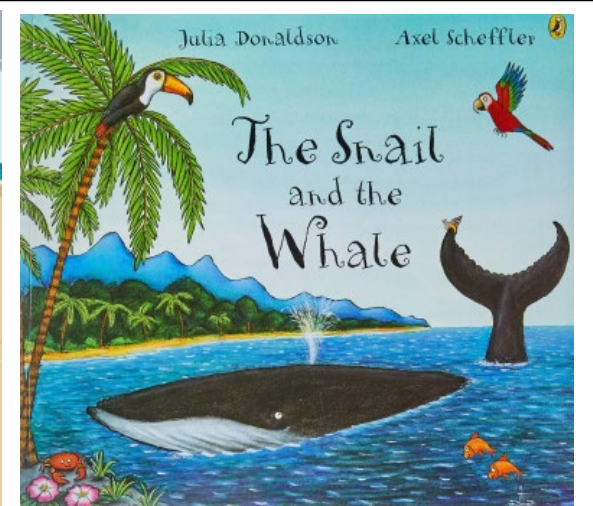
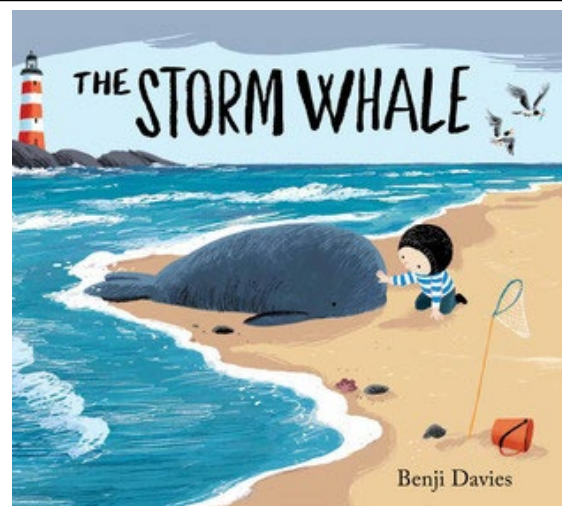
| Core School Value | Curriculum Key Concept | Trips/Enrichment & Visitors | Pupil Leadership |
|-------------------|---|-----------------------------|-------------------|
| Courage | Ecology and Evolution Sub Concept: Energy and Sustainability | Visit to Folkestone Harbour | Buddies for Venus |

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: The Mousehole Cat sequenced captions. The Owl and the Pussycat – narrative Poetry. The Storm Whale: thought bubbles, list writing and instructions, setting/scene description, narrative retelling. The Snail and the Whale: Illustrator and author chronological and non-chronological texts. Thought/Speech bubbles, travel journey entries – descriptive writing, narrative story.

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, 'mb' saying /m/, 'a' and 'al' saying /or/'o' saying /u/, 'ey' saying /ee/, Adding -er, -est and -y to CVCC and CVC words, Contractions, 'war' saying /wor/ and 'wor' saying /wur/ .

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 do animals change as they grow into adults?
How could we explain an animal life cycle?
How could we research and describe what animals, including humans, need to survive?
How could we perform simple tests to find out more about the five senses?

Topic: Geography

Key enquiry questions:

Who was Grace Darling and why was she important?

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?

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.

Outdoor learning: Bird Feeders, Survival (den buildings)

PE Gymnastics and Fitness

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.