

Wellbeing/citizenship

Keeping Myself Safe:

- Safe and unsafe secrets
- Appropriate touch
- Medicine safety
- Beach, sun and sea safety.

Visits/Visitors

What is the impact?

Trip to the Seaside.

Using our senses to see different features of coastal locations.

Respect for the public & the environment.

Owl man to visit school to educate us on their habitat, diet, adaptations etc.

Computing

Making music -To explore, edit and combine sounds using 2Sequence.

To add and upload sounds. Use these to create new tunes.

Curriculum Link

Geography - human and physical features of coastal locations. Map skills creating aerial-view maps using keys of a coastal area and our local area.

Art - Charcoal pictures of owls. Using different mediums to create texture and looking at recreating close up pictures of feathers.

D&T - Artwork using different natural coastal materials such as sand, shells, seaweed, driftwood etc.

Science

Everyday materials- changing materials.

Research John Dunlop, Charles McIntosh and John McAdam and see how they developed new useful materials.

Local context

Safety in the environment-Differences between Bury and coastal areas. How holidays have changed from the past from being local holidays to coastal areas to trips abroad. Aerial view map of our local area compared to most local seaside resort.

Summer 1:

The Seaside.



Maths

Measurement: length & height.
Geometry: position & direction.
Consolidation.

English

Texts- Big Bad Owl. It takes Two to Twit Twoo. Owl Babies. A range of non-fiction books on owls
Non-Chronological Reports - features and use of technical vocabulary.

Facts/knowledge: To learn all about owls and other raptors. To visit the seaside and learn about the features of coastal locations and how to stay safe on the beach and in the sea. To see the difference between coastal locations and where we live. To be able to write a non-chronological report using technical vocabulary. To know about different scientists and the impact they have had on our lives.