

Enquiry question:

Why do we like to live beside the sea?

Harmony principle: Oneness

We are excited to explore and think about why we enjoy being by the coast. Many of us visit our local beaches as a place to spend time with the family, cold water swims, sports, or as a place to find calm within the chaos of our busy lives. It is easy for us to take this for granted, so during this term, we will be thinking about how the beach differs from other places and how they have changed since the 1970s. We will explore how we are all connected to the world and investigate the impact our actions have on this natural habitat and actions we can take to protect our shared future.

Home Learning:

Below are some suggestions of things you could do at home. You could pick one or do as many as you like and you might have some super ideas of your own too. Any models, paintings or other work can be brought in for your child to share with the class. Alternatively please upload any home learning on Tapestry.



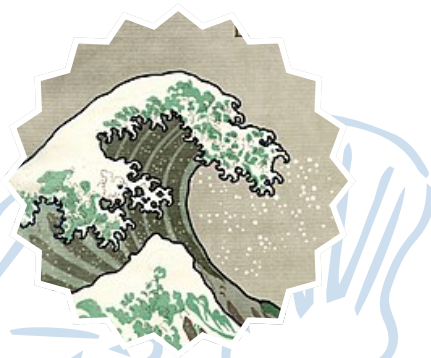
Make a sun, water or beach safety poster.



Using materials you have at home or from a walk on the beach to create a collage of things you like about the seaside.



Visit different seaside towns and beaches. Write, draw a poster, or present how they were the same or different.



Listen to some music inspired by the sea. We can listen to your favourite in class.



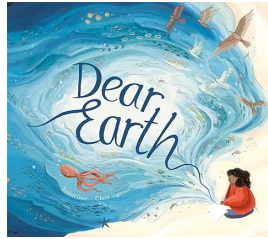
Ask family members to share holidays they have enjoyed. Share some pictures on tapestry to share in class.



Create a food chain for your favourite animal. (You could use toys, drawings, collage).

Literacy

Future aspirations,
a set of instructions, poems,
travel blogs/vlogs, persuasive
speeches, letters



We will learn how to use:

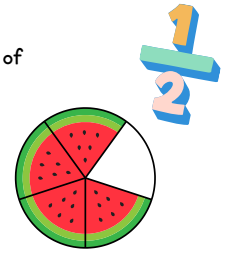
- Possessive apostrophe (singular) for example, the girl's book
- Suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- Subordinating conjunction (when, if, that, because)
- Co-ordinating conjunction (and, or, but)
- Expanded noun phrases
- Past and present tense
- Statements, commands, questions, and exclamations.

Maths

Fractions

Year 1: to find and name halves and quarters of shapes, objects, and quantities

Year 2: Recognise, find, name, and write fractions $1/3$, $1/4$, $2/4$, and $3/4$ of a length, shape, set of objects, or quantity.



Time

Year 1: to tell the hour and half past.

Year 2: tell and write the time to five minutes, including quarter past/to the hour. To know the number of minutes in an hour and the number of hours in a day.

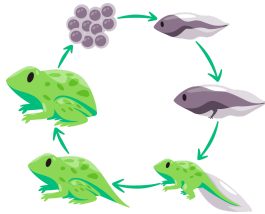


Science

Life cycles and food chains

If we want to feed everyone, what would everyone need to eat?

How do we play a part in nature's life cycles?



Vocabulary:

predator, prey, consumer, producer, invertebrate, amphibian,
life cycle, mammal, carnivore, herbivore, omnivore, pupa, chrysalis

Geography

Why do we like to be beside the seaside so much?

Have our seaside holidays changed since the 1970s?

How is the seaside different from other places?

What is harming our beaches?



Vocabulary:

Seaside; Countryside; Town; City; Urban; Rural; Flats; Mountain; Rocks;
Field; High Street; Heath; Crops; Farming; Cliff; Environment;
Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution;

Geometry / Art

What geometric patterns can we see in a shell?

Which patterns can we see in seaweed?

What is the symmetry of a crab?

Are seagull wings always symmetrical?

What patterns can we see in fish scales?

How can I join points to make a sea star?

