



# Spring 1

## Our Wonderful World



Our Topic Focus:

Coast to Coast

Our Key Enquiry Question:

Can you find Timmy the turtle  
a new home?



**Websites:**

**Homophones:** <https://www.learninggamesforkids.com/vocabulary-games/homophones-games.html>

**Money:** <https://www.topmarks.co.uk/maths-games/5-7-years/money>

**Challenges for home:**

**Literacy:** Can you make an acrostic poem using your name?

**Science:** Go for a walk through a local park or the countryside and spot as many living things and their habitats as you can!

**Books:** Flotsam, The Tunnel

**Places to Visit:** Visit a local beach and spot the physical features!

Please tweet us using the hashtags below if you  
see your child showing any of our  
Archibald qualities.

We will continue to teach the children how to be  
**#AFSCreative and #AFSCaring**

Through our creative curriculum, we will be  
**#HavingFun** whilst **#LearningTogether**.

We will continue to inspire and develop  
**#AFSCourageousness and #AFSCuriosity**

*Having fun, learning together.*

*Curious, caring, creative and courageous.*

**Key Dates and Reminders:**

Class 5 will have PE on Mondays and Tuesdays. Class 6 will have PE on Tuesdays and Forest School on Thursdays.

Wednesday 25th January—Curriculum & Coffee Morning

Friday 10th February—Class 6 Cake Sale

Wednesday 15th February—Class 6 Assembly

Thursday 16th February—Class 5 Assembly

## **Literacy**

The children will continue daily Phonics lessons that will help them to learn the sounds needed in their writing. They will recap how to spell key tricky words and spellings will be sent home via Seesaw.

We will be learning the spelling rules for some more suffixes (-ness, -ly and -ed) to use in our writing as well as learning a variety of homophones which will improve our spelling overall!

At the start of the half-term, we will focus on a key text 'Flotsam' and revisit our previous learning in character and setting description. Through this, we will learn about different sentence types and how to use them effectively. Later in the half-term, we will go onto writing acrostic poetry.

The children will be encouraged to read their own writing to check it makes sense. There will also be an opportunity for them to read their own work aloud. We will continue to hear the children read weekly, in Guided Reading or 1:1 reading sessions. Please continue to read daily at home.

## **Numeracy**

The children will solve problems involving money, building upon the coins and notes they learned to recognise in Year 1. We will work out how to pay for items, find the difference between prices and find change when paying for an item. This will involve building on the addition and subtraction skills developed in the Autumn term.

The children will also go onto practicing multiplication and division skills by using arrays, making equal groups, grouping and sharing. This will involve using the correct symbols for the operation and showing that multiplication is commutative whereas division is not. We will also look at the 2, 5 and 10 times tables.

## **PE *Having fun, keeping healthy and learning new skills...***

This half-term we will be completing a unit of Dance with workshops from Dance City! We can't wait!

In addition to this, we will be practising throwing and catching skills to later be applied to striking and fielding skills too!

**PSHCE** This term we ask what is a community and who are the people who help us? We discuss the roles and responsibilities of everyone in a community, how to be a good citizen and show respect for our local area and the residents of our community. We will continue the whole school approach using 'Zones of Regulation' to discuss our emotions and look after our mental and physical health.

## **RE *Developing respect, tolerance, understanding and knowledge...***

This half-term we will be learning about the practices of Judaism. We will learn about the Torah and Shabbat and different Jewish beliefs. This will involve a visit to a Synagogue.

## **Music *Listening, appreciating, interpreting, playing, developing...***

The children will continue to use the Charanga music programme. We will explore singing and percussion (through learning how to play the glockenspiel). We will learn a few songs over the course of the half-term, and at the end Class 5 and Class 6 will perform and review with each other.

## **Computing**

We will revisit our Word Processing skills to type text, add images and change font, colour and alignment of text. As part of Safer Internet Week, we will learn about the importance of e-safety and how to keep ourselves safe online.

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**Topic Title: Coast to Coast**

**Enquiry Question : Can you find Timmy the turtle a new home?**

### Science

This half term we will be studying living things and their habitats. We will explore and compare things that are living, dead and those that have never been alive.

We will identify a variety of plants and animals that live in certain habitats, including micro-habitats. We will study the difference of light in evergreen woods and deciduous would, and the impact this can have on life in those habitats.

We will work scientifically by sorting and classifying things as well as researching animals in different climates and observing changes in our school pond over time!

***Observation over time, Identifying and Classifying, Researching, Fair Testing, Pattern seeking***

### Art/Design Technology

In week 1, the whole school will take part in an Art and DT week.

In Art, Year 2 will build on their painting skills learnt in Year 1. We will explore warm and cool colours, develop our brush skills and add black and white to darken and lighten for the shades that we need.

In DT, we will be focusing on Mechanisms, working towards producing our own fairground wheel! We will be looking at the materials, shape, construction and mechanisms of wheels. They will test and adapt their designs before creating their final product!

### History

The children will still have opportunities to use their historical knowledge and understanding within this half term's humanities topic.

They will compare seaside towns past and present, considering how locations have changed over time. They will also consider, based on previous and current climate change news, how coastlines might continue to change.

***Chronology, Cause and Consequence, Historical Significance, Continuity and Change***

### Geography

This will be our main focus this half term. To further develop their understanding of **location and place**, the children will use their **atlas skills** and **place knowledge** to identify different parts of the UK coastline, finding out their names and both physical and human features of those places. They will be able to devise their own maps, constructing basic symbols as a key.

We will look at how pollution has **changed** over time, and how global warming is affecting the coast and beaches, developing their understanding of **cause and effect**. They will look at how 'Timmy's' home is now unsuitable and **plan** then **decide** on a new, more suitable home.

***Location and Place, Cause and Effect, Planning and Decision Making, Change***

# Key Vocabulary

## History

past    present    future  
chronology  
cause  
impact  
change  
disaster

## Geography

coastline	sea
coast	bay
river	headland
mouth	dune
country	cliff
continent	stack
ocean	stump
pollution	

## Science

habitat	seashore
micro-habitat	woodland
living	ocean
dead	rainforest
food	conditions
food chain	desert
leaf	damp
litter	shade
shelter	

## Literacy

noun    adjective    adverb    sentence    question  
suffix    homophone  
acrostic    diary    description

## Numeracy

pounds    pence    coin    change    difference  
multiply    times by    groups    array    divide    share  
length    weight    capacity    height    temperature    measure

### Key Stage 1

- *Can you read these words with a grown up and talk about what they mean?*
- *Do you know any similar words?*

### Key Stage 2

- *Use a dictionary to find out the meanings of these words.*
- *Have you ever come across the words before in a different topic?*
- *Can you think of alternative words to use?*

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