

Science Identify and name a variety of common animals, including: fish, amphibians, reptiles, birds and mammals Identify the key features of an animal and its' adaptations Understand the terms: carnivore, herbivore and omnivore Begin to sort animals into groups	Geography Identify seasonal and daily weather patterns in my local area Identify how weather impacts on the lives of people Identify the human and physical geography at the seaside Identify how Dartford is different to a seaside location Visit a seaside location and learn from first hand experience History Describe the similarities and differences between life at the seaside during a time in the past and today Use pictures and roleplay to describe events from the past Use artefacts to develop an understanding of the past	Writing Use a range of sentence openers to write a recount of our trip to the Sealife centre Write a diary entry linked to the Rainbow fish Write a retelling of a familiar text Use story language when writing their own narrative Write a non-fiction information text about an animal which lives under the sea. Writing an alternative ending Core texts/authors The Storm Whale by Beniji Davis, The Rainbow Fish by Marcus Pfister, The Lighthouse Keeper's lunch by David Armistage, The Night Pirates by Peter Harris and Deborah Allwright, The Snail and the Whale by Julia Donaldson
Computing Computer Science - why do we use computers? - Use different symbols when controlling a computer e.g. undo, delete - Complete research online - Begin to use databases Online safety focus: sending emails Recognise how to safely send and receive emails	Hérons Term: 6 Topic title: Summer at the Seaside Science: <i>Seasons (Summer)</i> 	Maths Revisit and extend number knowledge Consolidate work on the four operations and develop recording of working out. Recognise a range of coins and solve problems involving money Read scales to find the weight or volume of an items Measure the length or height of an object
SMSC Jigsaw - Changing Me: Life cycles - animal and humans, changes in me, changes since being a baby, differences between girls and boys, linking growing and learning, coping with change, transition RE: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism RE: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Dance/Drama/Music/PE: Reflect, rewind and replay - Focus on the history of music. - Create simple rhythms with a variety of instruments. - Learn to sing with their voices using different pitch and tempo. Role play Area - Sea life centre	Home Learning opportunities At home children can: - Research what the seaside was like in the past - Go on a trip to the seaside and discuss what it is like there - Create a seaside collage using a range of materials
Art Seaside collages and sea world using a range of materials, pastel shell drawings, working in the style of Edgar Degas to recreate the seaside picture.	DT: Through weaving develop an understanding of how fabric is made. Work as a part of the class to weave the rainbow. Discuss the seasonality of food.	Offsite visits/visitors Sea life visit

