

# Theme: Wish You Were Here



## Areas of Learning

As scientists, we are learning about animals. We are going to look at the different types of animals, name them and talk about the different features that they have. We will look at the habitats they live in and explore different food chains, learning what the different terms mean: producer, consumer, predator.

As artists, we are going to look at the work of Monet, in particular his water themed paintings. We will be producing our own work in his style.

As historians, we will be comparing seaside holidays today and in the past. We will be looking at the similarities and differences between the Victorian seaside and the seaside today.

### Community

The children will take part in planned sports day activities, where visitors will come into school and encourage children to be active in sports.

### Diversity

The children are going to compare the types of holidays taken in Victorian times in this country with the variety of holidays taken today.

### Enterprise

The children will research a variety of seaside resorts and create a poster to encourage visitors to their chosen resort.

### Environment

The children will be looking at the difference between the sea and the land and how the sea has affected the coastline.

# Skills

## Application to Everyday Life

### Using Communication

We will be using our speaking and listening skills when we work as a group and individuals to plan our seaside posters.  
They will use their writing and ICT skills to interview family members about their favourite holidays.

### Using Mathematics

The children will be creating graphs and tables when carrying out different investigations related to holidays. They will also create a chart to help answer a question of their own choice e.g. what is your favourite holiday? What do you like to do on holiday?

### Computing

We are going to explore and practise using our designing skills within different programs. The children will develop skills to insert a picture and add text. They need to be able to edit the text to help make their postcards eye catching and exciting!

### Geography/Science

#### Geography

I can ask questions about a place.  
I say what places are like using words and phrases.  
I can say how a place is changing.  
I can say why places have become as they are.  
I use words, pictures, bar charts, Venn diagrams, pictograms and tables to help me describe places.  
I can mark on a map of the world, the British Isles my country of birth and any other locations I have discussed in class.  
My maps are labelled with geography words I have learned.

#### Science

I can name common animals including fish, amphibians, reptiles, birds and mammals.  
I can describe the structure of common animals.  
I can identify different herbivores, omnivores and carnivores.  
I can identify that most living things live in habitats to which they are suited.  
I can identify and name a variety of plants and animals in habitats, including micro-habitats.  
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## Areas of Learning

### Music/RE

I use my knowledge of pulse and rhythm to accompany music.  
I can identify the beat in music.  
I can identify the beat in Music.  
I can show that I can hear different moods in music.

I can understand some of the main features of Judaism.  
I understand the importance and the tradition of Shabbat.  
I know what the different parts of a Sedar plate represents and how it helps Jewish people celebrate the Passover.

### Art

I can look at how artists and designers have used colour, shapes and lines to create patterns.  
I can create a picture in response to the work of an artist or designer.  
I can link colours to natural and man-made objects.  
I have looked at how artists and designers have used colour, shapes and lines to create patterns.

### PSHE & Learning Skills

I can say some things I can do now which I couldn't do when I was a baby.  
I can say something I have achieved and say some things I have learned since starting school.  
I can suggest what it might mean if someone says 'things are going to change.'  
I can suggest why changes in friendships might happen and suggest changes I and other people have experienced in life.  
I can recognise that there are some changes I can choose and others which I can't  
I know that change is a normal part of life.

### PE, Health & Well-being

I can move actively and safely about the space when using equipment.  
I can throw with accuracy to hit a target.  
I can change the rules to make the game harder.  
I can compete fairly in a race.