

## Geography

### Why do we love to be beside the seaside?

**Geographical Enquiry:** To label a diagram or photograph using some geographical words. Find out about the seaside by using different sources of evidence. Find out about the seaside by asking some relevant questions to someone else. Say what they like and dislike about their locality and another locality like the seaside.

**Physical Geography:** Describe some physical features of won locality. Explain what makes the seaside special. Describe some of the features associated with an island. Describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley.

**Human Geography:** Describe some human features of the seaside, such as the jobs people do. Explain how the jobs people do may be different in different parts of the world. Do they think that people ever spoil the area? How? Explain what facilities a town or village might need.

**Geographical knowledge:** Name the major cities of England, Wales, Scotland and Ireland. Find where they live on a map of the UK.

WOW: A visit to a local seaside resort

- Where do you go to on holiday and why?
- What attracts visitors to seaside resorts?
- What do you notice about the coast and how is it different to your town?
- What can we learn about lifeboats and light houses?
- What was Western Super Mare like in the past?
- Can you create your own digital post cards?
- What can you find in rock pools?@
- Reflection: Working in groups children will create a presentation on "What makes a seaside special?"

## RE

- Living by rules
- Being Temperate, exercising self-discipline and cultivating serene contentment

## Design and Technology Linked to Geography topic.

- Think of ideas and plan what to do next.
- Choose the best tools and materials and give reasons.
- Describe their design by using pictures, diagrams, models and words.
- Explain what they want to improve
- Make sensible choices as to which material to use for their construction
- Develop their own ideas from initial starting points.
- Incorporate some type of movement into models.
- Consider how to improve their constructions.
- Measure materials to use in a model or structure.
- Join material in different ways
- Use joining, folding or rolling to make it stronger.

## Year 2 Autumn 1

### Computing We are astronauts.

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

## PE

### Net and Wall Games

- To improve basic movements such as catching and throwing, agility and co-ordination in a range of activities.
- To participate in team games, developing tactics for attacking and defending.

## Science

### How will 5 a day help me to be healthy?

**Working Scientifically:** To conduct a survey to see how many children eat at least one piece of fruit each day and which is the most popular fruit. Observing, asking questions about what humans need to stay healthy.

**NC:** Notice that animals, including humans, have offspring, which grow into adults; Find out about and describe the basic needs of animals, including humans for survival (water, food and air); Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.

WOW: Remind the children of the book "Handa's Surprise" and have a bowl of exotic fruits from all over the world to talk about.

- Why is it important for you to grow? What can you now do that you couldn't 5 years ago?
- What is my Sports X Factor?
- Why would it not be sensible for me to eat sweets every day?
- Which fruits grow naturally in our country?
- Which fruits provide good opportunities for print work?
- Where would we most likely find bananas, oranges and grapes growing?
- Reflection: Can you make up a TV advert to convince children to eat more fruit?

## Music

Tune and untuned percussion I wanna play