


<p>Topic Name – Coastlines Disposition Developing Choice: Being Fair and Just</p> 	<p>Year Group - Year 2 Autumn 2 Topic Purpose Question: <i>Why are the coastlines changing and how can we stop it?</i></p>	<p>Curriculum Coverage: Geography Topic Purpose – To understand basic subject-specific vocabulary relating to human and physical geography as well as showing curiosity about diverse places with their natural and human environments. Beginning a growing knowledge about the world by understanding the interactions between human and physical processes to support the formation and use of landscapes.</p>	<p>Class Novel: Five on a Treasure Island. Purpose- Topic specific vocabulary as well as reading a novel by a classic author.</p>
<p><u>Links to previous topics.</u> EYFS Big Wide World</p> <p><u>Links to future topics.</u> Year 3 Extreme Earth Year 4 Mountain and Rivers</p>	<p><u>Science</u> Living things and their habitats. Explore and compare the differences between things that are living, dead and things that have never been alive. Purpose Question Love to Investigate– Will it degrade? Sort and classify things according to whether they are living, dead or were never alive and record these in a chart. Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different animals and plants, and how they depend on each other. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in the ocean.</p> <p>Animals, including humans Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Ask questions about ways that humans need to stay healthy and find some answers to these questions. Think about how do humans grow: baby –toddler- child- teenager – adult.</p> <p>Key vocabulary: growth, living, dead, habitat, micro-habitat.</p>	<p><u>Geography</u> Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Activity: Compare UK coastlines with the Brazilian Coastlines. Purpose Question: <i>What are the similarities and differences between these two coastlines?</i></p> <p>Human Geography Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Activity: Locate the human features of a coastline.</p> <p>Physical Geography Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Activities: Name and locate the different physical features of a coastline. Saltwick Nab.</p> <p>Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps; and use and construct basic symbols in a key. Activities: Reading Keys: Using the map identify the different tourist spots and important landmarks.</p> <p>Coastal Rescue. Purpose Question: <i>Why do you think there are so many lifeboat stations on the UK coastline?</i></p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Activity: Simple compass directions to show the routes. Map Readers.</p> <p>POS Aims: Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Activity: Physical Processes – Erosion Purpose Question: <i>What effects do you think erosion can cause to a coastal location over time?</i></p> <p>Key Vocabulary: Continent, Ocean, Capital, United Kingdom, England, Scotland, Wales, Northern Ireland, Settlement, City, Urban, Offices, Human feature, Physical feature, Left, Right, Landmarks, Aerial, Environment, Key, Symbol, location, North, East, South, West, Soil, Valet, Vegetation, Port, Harbor, Factory, Town, village.</p>	
<p><u>Engage Stage</u></p> <p>Show the children the Features of the coastline video. After watching, ask the children, ‘Have you ever been to the coast in the United Kingdom? Where did you go? What did you see?’ Discuss whether they have seen any of the features mentioned in the video and encourage them to describe them. Highlight coastal locations the children have visited on a map of the UK and discuss their positioning. Challenge the children to work in pairs to read and sort the Physical and human features picture cards into two groups: physical features and human features. Walk around each group to check that the children have classified the picture cards correctly.</p>	<p><u>History</u> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <ol style="list-style-type: none">What did Grace do that made her famous ...and why is she remembered today so long afterwards?Why did Grace do what she did?Are all versions of Grace’s story the same?How do we know about Grace’s actions which happened so long ago?		
<p><u>PSHE</u> Celebrating differences Boys and Girls (combine) Why Does Bullying Happen? Celebrating differences and still being friends Anti-Bullying Week Parliament Week</p>	<p><u>RE</u> Theme: Christmas - Jesus as gift from God</p> <p>Key Question: <i>Why do Christians believe God gave Jesus to the world?</i></p> <p>Religion: Christianity</p> <p>Disposition: remembering roots</p>		
<p><u>Writing focus connected to topic</u> See writing map 23-24</p>	<p><u>Music</u> PPA – see separate planning.</p>		
<p><u>Art</u> Painting About the work of a range of artist’s craft makers and designers, describing the differences and similarities between the different practices and disciplines, and making links to their own work.</p> <p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. Activity: Look at Katsushika Hokusai’s Big wave and Great Wave off Kanagawa painting. Using a range of powder paints and brushes to create own paint about the seas, oceans and waves using artistic ideas.</p> <p>Key vocabulary: Primary colours, secondary colours, light, dark, think, thin, tone, warm, cold, shade, bright, seascape, rural, urban.</p>		<p><u>PE</u> Games -Send and Return (PE Hub) Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.</p> <p>Gymnastics (PPA – Sport Coach) To be able to add together balances, jumping, travelling, rolling into a sequence to perform by self and with a partner.</p>	<p><u>Computing</u> Creating media – Digital photography Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real. See Planning.</p> 