Pratts Bottom Primary School
What we are learning this term

Class: Hedwig	Topic: Coasts	Term: Spring

Curriculum Rationale: At Pratts Bottom Primary School, we want our children to experience a broad, relevant and enriching curriculum that prepares them for the opportunities, responsibilities and experiences of adult life. This involves **learning about our own locality and its history** as well developing an **understanding of other UK and global communities**, which are characterised by a **diversity** of ethnicity, religious belief, culture and custom.

Learning Outcomes for the topic. By the end of the topic the children will:

• Name and locate (some) counties and cities of the UK.

- Learn about key topographical or physical features of coasts to understand how some of these aspects developed and have changed over time.
- Understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain).
- Describe and understand key aspects of the human geography of coasts, including:

- Types of settlement and land use, economic activity and safety.
- Consider tourism, as both an economic and a pleasurable activity.
- Think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.

<table>
<tr><th>Historical or Geographical Skills</th><th>Developing cultural awareness</th><th colspan="3">High quality writing</th></tr>
<tr><td rowspan="4">Geographical
• Use geographical vocabulary, eg. land use, settlement etc.
• Locate coasts using world maps, atlases, globes and digital/computer mapping to and to describe features studied.
• To use simple geographical equipment, eg. Compasses.</td><td>Compare contrasting coats around the world, including a region of the UK to a region in a European country (Costa Blanca, Spain).</td><td colspan="3">Write an advert for a studied coastal town, referring to tourism, activities that take place in that location and features of the landscape.</td></tr>
<tr><td rowspan="2">High quality artwork linked to an artist</td><td colspan="3">Knowledge</td></tr>
<tr><td>Vocabulary</td><td>Key places</td><td>Key people</td></tr>
<tr><td>Study the artist Eileen Downes and her collage method of creating art, then create a collage artwork of the coast.</td><td>Beach
Cliff
Coastline
Tourism
Mediterranean
Harbour
Peninsula
Settlement
Physical features
Human features
Great Barrier Reef</td><td>Costa Blanca
Mediterranean coast
South West England
Great Barrier Reef</td><td>Eileen Downes</td></tr>
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CORE subjects:

English	Maths	Science: Spring 1: Animals including humans. Spring 2: Rocks
By the end of the term we will the children will be able to: Children will be studying the book 'Charlotte's Web' throughout the Spring term (please ensure children don't read the book!) - Write an information text about raising a runty pig, focusing on generalisers, commas to mark clauses and lists. - Write an adventure story focusing on three actions in a list and dialogue. - Write the next chapter of the book focusing on using paragraphs and vocabulary to shift the mood of the writing. - Write a discussion text using formal language and using connecting words. - Write a lullaby poem using effective rhyming words and to punctuate the poem correctly. - Write an obituary focusing on writing emotively and using tense appropriately.	**By the end of the term we will the children will be able to:** • Use the formal written methods of multiplication and division. • Solve correspondence and scaling problems. • Measure, compare and find equivalent lengths for mm, cm, m and km. • Calculate and compare perimeter and area. • Recognise unit and non-unit fractions, fractions on a number line and count in fractions. • Recognise and make equivalent fractions. • Calculate fractions of an amount. • Add and subtract fractions. • Measure and compare mass and capacity. • Understand tenths and hundredths as fractions and decimals. • Divide 1 and 2 digit numbers by 10 and 100.	**By the end of the term we will the children will be able to:** **Animals including humans:** • Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Working scientifically, children will: • Record using drawings. • Use evidence to give a scientific conclusion. **Rocks** • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter. Working scientifically, children will: • Make careful observations. • Set up simple comparative tests. • Use scientific equipment such as beakers and syringes.