



YEAR TWO SUMMER TERM CURRICULUM 2021-2022

As Speakers and Listeners:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding, knowledge and vocabulary
- adopt a range of drama conventions such as 'set the scene' to explore a setting; 'explore objects' to reveal clues about the characters in the book; 'character in role' and 'role play' to discuss characterisation; 'freeze frames' for sequencing; 'role on the wall' to discuss perspectives of other characters; 're-enact a story with props' to sequence the story; 'visualisation' to imagine what an amazing flying machine might look like;
- use a thesaurus to explore synonyms and antonyms for words found in the story books and examples texts of 'The king who banned the dark': 'Persuasive Letter' and 'The queen who banned the silence', and 'Rosie Revere': 'Frankie Flapper and the fantastic flying machine' and 'The fantastic flying machine.'
- Ensure there is explicit reference to the texts 'The King who banned the dark' and 'Rosie Revere' when answering questions and ask secondary questions to gain a greater depth in responses
- Discuss structure and language features of: a persuasive letter; alliteration poems; explanation texts; diary entry; explanatory letter; invention narratives

As Readers:

As Writers:

- continue to form lower case letters of the correct size relative to one another
 - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
 - continue to use horizontal joins and learn how to use diagonal joins
 - write persuasive letters (The king who banned the darkness)
 - write a banning narrative (The king who banned the darkness)
 - write an alliterating poem about darkness (The king who banned the darkness) write a list poem about the dark (The king who banned the darkness)
 - write an invention narrative for (Rosie Revere)
 - write an explanation text for (Rosie Revere)
 - write an explanatory letter for (Rosie Revere)
 - write a diary entry for '(Rosie Revere)
 - write a poem with a focus on -est suffix for (Rosie Revere)
 - write a response to an explanation text in the form of a letter
 - write a recount for '(Rosie Revere)
 - PHASE 6
- build on previous word level learning and focus on:**
- formation of nouns using suffixes e.g. – ness, -er and by compounding
 - formation of adjectives using suffixes e.g. – ful, -less
 - use of the suffix -ly to turn adjectives into adverbs
 - /le/ alternative graphemes at the end of words
 - Adding suffixes -ing; -ed; -er; -est; -y to words ending in -e with a consonant before it; words of one syllable ending in a single consonant letter after a single vowel letter
 - Use of suffix -ly to turn adjectives into adverbs

As Mathematicians:

Fractions

- working with parts and wholes
- make equal parts
- recognise and find a half, quarter, and a third
- unit and non-unit fractions
- equivalence of a half and 2 quarters
- find three quarters
- count in fractions

Measurement: Length and height

- compare lengths and heights
- measure lengths and heights
- measure length (cm and m)
- compare lengths and order lengths
- four operations with lengths
- problem solving with lengths

Geometry: Position and Direction

- Describe position
- Problem solving with position
- Describe movement and turns
- Making patterns with shapes

<ul style="list-style-type: none"> • read accurately by blending sounds in words, read common exception words, read aloud books at a suitable level • explore themes in the key texts 'The King who banned the dark' and 'Rosie Revere' • discuss understanding of books at a higher level than they can read independently • participate in 'book talk', discussing how and why writers make choices and how links can be made between books • read information texts and look at portraits of past and present monarchs and discuss appearance, clothing and attributes of a sovereign • read information texts about past and present monarchs (links to history) • use a thesaurus to explore synonyms and antonyms • read a persuasive letters; banning narratives; poems; invention narratives; diary entries; explanatory texts and recounts • continue to develop reading for pleasure through regular whole class reads and individual reading time • through shared reading continue to develop prediction and inference skills, e.g. display a range of items related to 'The king who banned the dark' text and ask questions: <i>What are these objects and how do they connect to each other? What do you think the quote has to do with the story?</i> • Examine the language features; writer's knowledge; vocabulary choices; and intended effect on the reader found in example texts that innovate the stories, e.g. 'The king who banned the dark' : 'Persuasive Letter' and 'The queen who banned the silence'. 'Rosie Revere': 'Frankie Flapper and the fantastic flying machine' and 'The fantastic flying machine.' 	<ul style="list-style-type: none"> - Homophones 'they're; there; their - Use of alliteration and similes - Rule for when 'a' becomes 'an' <p>build on previous <u>sentence</u> level learning and focus on:</p> <ul style="list-style-type: none"> - expanded noun phrases for description and specification - subordination (using <i>when; if; that; because</i>) - co-ordination (<i>or; and; but</i>) - how grammatical patterns in a sentence indicates its function as a question, exclamation and statement - expanded noun phrases for description and specification <p>build on previous <u>text</u> level leaning and focus on:</p> <ul style="list-style-type: none"> - correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs <p>build on previous <u>punctuation</u> learning and focus on:</p> <ul style="list-style-type: none"> - use of capital letters, full stops, question marks, exclamation marks to demarcate sentences - apostrophes to mark singular possession in nouns - apostrophes for contraction - commas to separate items in a list 	
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<p><u>As Scientists:</u></p>	<p><u>As Computing Scientists:</u></p> <ul style="list-style-type: none"> • To learn the functions of the 2Paint Picture tool. • To learn about and recreate the impressionist style of art (Monet, Degas, Renoir). 	<p><u>As Historians: Marvellous Magnificent Monarchs</u></p> <ul style="list-style-type: none"> • Use the historical terms year, decade and century. • Sequence significant information in chronological order. 	<p><u>As Geographers: Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Identify key physical and human geographical features around the UK's coastline. 	<p><u>As Musicians:</u></p> <ul style="list-style-type: none"> • Recognise echoing phrases by ear • Communicate the meaning of songs with good diction
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	<ul style="list-style-type: none"> to recreate Pointillist art and look at the work of pointillist artists such as Seurat. To learn about the work of Piet Mondrian and recreate the style using the lines template. To learn about the work of William Morris and recreate the style using the patterns template. To explore surrealism and eCollage. To make music digitally using 2Sequence To explore, edit and combine sounds using 2Sequence To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence. <p>Key Apps Purple mash 2Paint 2Sequence</p>	<ul style="list-style-type: none"> Describe how an aspect of life has changed over time. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owed it. Sequence significant information in chronological order. Use historical modes to make judgements about significance and describe the impact of a significant historical individual. Describe the hierarchy of a past society. Understand what a monarchy is and learn about monarchs of the UK e.g. Alfred the Great; William the Conqueror; Henry VIII; Elizabeth I, Victoria, Elizabeth II. Develop an awareness of a timeline showing events in chronological order, e.g. timeline of six significant monarchs; and Captain James Cook. <p>Coastline</p> <ul style="list-style-type: none"> 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, e.g. Captain James Cook 	<ul style="list-style-type: none"> Describe physical features are naturally formed by rain, wind and the sea and that these can change physical features over time. Describe human features are those that have been made by humans and identify many human features on the coastline. Understand erosion is a natural process where materials, such as rock, sand and soil are moved from one to another or worn away. Identify sea defences such as sea wall and lines of large rocks to stop erosion. Learn about the dangers of the coast and how the Royal National Lifeboat Institution is a charity that saves at sea. Visit RNLI Hoylake. Use simple geographical vocabulary referring to physical and human features of the old and new town of the coastal town, Whitby. <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name, locate and identify the four countries of the UK its surrounding seas and ocean. 	<ul style="list-style-type: none"> Maintain a body percussion pattern accurately Recognise the structure of verse and chorus Play paired echo pieces based on the rhythms of a familiar song Perform actions while singing an echo song Use dynamic contrasts and different vocal effects to evoke an atmosphere Lead an echo song confidently as part of a small group <p>Coastlines</p> <ul style="list-style-type: none"> Sing simple songs and chants with a sense of melody and shape, e.g. Sea Shanties
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			<u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> • Use maps of the UK to locate significant places, e.g. royal residences • Use maps, globes and atlases to identify the seas and ocean surrounding the UK. • Use a map to find a route from one place to another and identify physical and human features marked by symbols. • Use simple compass directions and locational and directional language to describe the locations of features and routes on a map. • Use simple fieldwork and observational skills to study the geography of the coastline near school. identify key human and physical features of the surrounding environment of school, West Kirby. 	
<u>Key Vocabulary:</u>	<u>Key Vocabulary:</u> Impressionism palette Pointillism Surrealism Template share bpm instrument music sound effects (sfx) soundtrack	<u>Key Vocabulary:</u> Kings, queens, AD – Anno Domini, castle, century, chronology, decade, empire, future, government, hierarchy, kingdom, monarch, monarchy, palace, past, period, power, present, reign, royal, rule, ruler, sovereign, timeline, year, Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II, absolute power, King John, baron, taxes, Magna Carta, parliament,	<u>Key Vocabulary:</u> Royal residence, terrestrial marine, United Kingdom, Ashridge House, Balmoral Castle, Buckingham Palace, Caernarfon Castle, Osborne House, St James's Palace, Tower of London, Continents, oceans, map, globe, atlas, Atlantic Ocean, North Sea, Irish Sea, English Channel, England, Ireland, Scotland, Wales, north, east, south, west, arch,	<u>Key Vocabulary:</u> Key Vocabulary: pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose,

	tempo volume compostion digitally	<p>borough, statue of proclamations, Charles I, executed, Oliver Cromwell, Charles II, Bill of Rights, William of Orange, Mary II, constitutional monarchy, Great (King Aethelwulf), Osburh (wife)Significant people, Pope, Viking, Anglo-Saxon, Aethelred (King of Wessex), Command, Battles, defend, battlefield, King Guthrum, Viking, warlord, Somerset, Athelney, Battle of Edington, Victory, Fortified, Towns or ‘burhs’, Bayeux Tapestry, Battle of Hastings, Embroided cloth, Norman, Conquest, Edward the Confessor, Harold Godwinson, invaded, Throne, Hierarchy, Societies, Nobles, Lords, Landowners, Feudal system, Tenants, Peasants, Knights, Serfs, Vassals, Henry VIII, Field of the Cloth of Gold, Greenwich Palace, Tudor, Prince Arthur, Heir, Anne Boleyn, executed, Elizabeth I, Jane Seymour, Catherine of Aragon Mary, Edward, monasteries, Roman Catholic Church, Supreme head of the Church of England, Act of Union Statue of proclamations, St George’s Chapel Windsor Castle, explorers, Exploration, Sir Francis Drake, Sir Walter Raleigh, Colonies, The Spanish Armada Privy Council, Traditions British Empire, Victorian era, Constitutional, monarchy, Kensington Palace, Edward (Duke of Kent), George III, Prince Albert, Great Exhibition 1851, Mourning, India, Grandmother of Europe, Osborne House.</p>	<p>stack, cave, cliff, beach, lighthouse, pier, lifeboat station, bay, harbour wall, café, shop, headland, seawall, amusement arcade, fish and chip shop, direction, near, far, left, right, features, map, compass, key, coastal, erosion, worn away, erode, natural process, unstable, dangerous, overhang of rock, rock falls, sea walls, rip rap, rock sea, sand, soil, rain, river, waves, flooding, change, coastline movement, human, physical, Coastal, Whitby, similarities and differences, RNLI, weather, soil, river, mountain, capsize, emergency, explorer, volunteer.</p>	
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		Coastline: Past, factory, jet worker, shipbuilding, Victorian, period, era, fisherman, herring girl		
As Artists: Marvellous Monarchs Magnificent Monarchs <ul style="list-style-type: none"> Explain why a painting, piece of artwork, body of work or artist is important. Make simple sketches to explore and develop ideas Use different types of software and identify their purposes, e.g. take a photograph (portrait) with an ipad of children posing with a prop Coastline <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Select the best materials and techniques to develop an idea, e.g. waves paintings – identify common themes such as colours and textures. Explore a range of techniques to create waves and water paintings. 	For spiritual and moral development, children will be learning about: Me and Families and Friends Who am I? What does it mean to belong? What do we belong to and how do we show it? Do rules show that we belong, why do we have rules? Revisit codes of conduct. What/who am I to other people? Friends Who are friends? Are they just people our own age? What sort of a friend do you think you are? Why? What would your friends say about you? What would your teacher say about you? Who were the Friends of Jesus? Was it easy being a friend to Jesus? How was Jesus a friend to others?	Enhancements, Visits & Key Dates: <ul style="list-style-type: none"> Trip to Beeston Castle Trip to Hoylake Beach and RNLI station Summer 2 Queen's Platinum Jubilee Thursday 2 nd June – Sunday 5 th June 2022	As Respectful Responsible Citizens: <u>Relationships</u> -Identify the different members of a family and understand their relationships with each of them and know why is important to share and co-operate -understand different forms of physical contact within a family and that some of this is acceptable and some is not -identify things that can cause conflict with friends -understand that sometimes it is good to keep a secret and when it is not -recognise and appreciate people who can help in family, in school and in the community -express appreciation for the people in their special relationship <u>Changing Me</u> -recognise the cycles of life in nature -talk about the natural process of growing from young to old and understand that this is not in their control -recognise how bodies change since being a baby and on a continuum from young to old -recognise the physical differences between boys and girls, use the correct names for	As Design Technologists: Technical Knowledge <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria.

	<p>Who were friends in the Bible and how did they show it?</p> <p><u>Families</u> Who is in my family? What is it like to be part of a family - not always happy but that's life – full of ups and downs!</p> <p>What happened in some families in the Bible ?</p> <p>What is special to you? Draw together what has gone before in topic – things, me, family and friends.</p>		<p>parts of the body and appreciate that some parts are private</p> <p>-understand that there are different types of touch and can tell you which ones they like and don't like</p> <p>-identify what they are looking forward to when they are in Y3</p>	
<p><u>Key Vocabulary:</u> Sketch, poses, portraits, facial expression, clothes, thumbnail sketch, line, Colour texture, Powder paints</p>	<p><u>Key Vocabulary:</u> Friends; belonging; Jesus; Bible; special; family;</p>		<p><u>Key Vocabulary:</u> Family; Different Similarities; Special Relationship; Important; Cooperate; Touch Physical contact; Communication; Hugs; Like; Dislike; Acceptable;Not acceptable; Friends; Conflict; Point of view; Positive; problem solving; Secret Surprise; Good secret;Worry secret;Telling; Adult Trust;Surprised; Happy; Sad ;Frightened; Trustworthy; Honesty; Reliability; Compliments Celebrate; Positive; Negative;Appreciate;</p> <p>Change; Grow; Life cycle; Control; Baby; Adult; Fully grown; Growing up; Old; Young; Change; Respect; Appearance; Physical; Baby Toddler; Child; Teenager; Adult; Independent Timeline ;Freedom ; Responsi;bilities Boy/male ;Girl/female; Vagina;</p>	<p><u>Key Vocabulary:</u> Structure, stiffer, stronger, stable; kit; tools; sharp metal blades (scissors);</p>

			Penis; Testicles ;Public; Private ; Touch; Texture; Cuddle; Hug; Squeeze; Like Dislike; Acceptable; Unacceptable ;Comfortable Uncomfortable; Change; Looking forward; Excited ;Nervous; Anxious; Happy	
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Term	Book	How Long?	Genre	Rationale
<i>*recommended books but not yet ordered</i>				
Summer 1	<i>George in the dark by Madeline Valentine*</i>	<i>day</i>	<i>Fiction</i>	<i>R2W The Kind Who Banned the Dark – other books about being scared of the dark</i>
	<i>Orion and the Dark by Emma Yarlett*</i>	<i>Day</i>	<i>Fiction</i>	<i>R2W The Kind Who Banned the Dark – other books about being scared of the dark</i>
	<i>Can't You Sleep Little Bear? By Martin Waddell*</i>	<i>day</i>	<i>fiction</i>	<i>R2W The Kind Who Banned the Dark – other books about being scared of the dark</i>
	<i>The Owl Who Was Afraid of the Dark by Jill Tomlinson</i>	<i>day</i>	<i>Fiction</i>	<i>R2W The Kind Who Banned the Dark – other books about being scared of the dark</i>
	<i>The Dark by Lemony Snickett</i>	<i>day</i>	<i>Fiction</i>	<i>R2W The Kind Who Banned the Dark – other books about being scared of the dark</i>
	<i>Don't cross the line by Isabel Minhos Martins*</i>	<i>Day</i>	<i>Fiction</i>	<i>R2W The Kind Who Banned the Dark – other books about authority figures</i>
	<i>The Accidental Prime Minister by Tom McLaughlin*</i>	<i>day</i>	<i>Fiction</i>	<i>R2W The Kind Who Banned the Dark – other books about authority figures</i>
	<i>Horrid Henry meets the Queen by Francesca Simon*</i>	<i>day</i>	<i>Fiction</i>	<i>R2W The Kind Who Banned the Dark – other books about authority figures</i>
	<i>The Emperor's New Clothes by various authors*</i>	<i>day</i>	<i>Fiction</i>	<i>R2W The Kind Who Banned the Dark – other books about authority figures</i>
	<i>King Pig by Nick Bland*</i>	<i>day</i>	<i>Fiction</i>	<i>R2W The Kind Who Banned the Dark – other books about authority figures</i>

	The magic paintbrush by Julia Donaldson	day	Fiction	R2W The Kind Who Banned the Dark – other books about authority figures
	<i>Pop Up Kings and Queens by Rachel Saunders*</i>	<i>Half term</i>	<i>Non fiction</i>	<i>Maestro – Magnificent Monarchs – lives of significant individuals ; compare aspect of life in different periods ; significant historical events, people and places</i>
	<i>Pop Up Crown Jewels*</i>	<i>Half term</i>	<i>Non fiction</i>	<i>Maestro – Magnificent Monarchs – lives of significant individuals ; compare aspect of life in different periods ; significant historical events, people and places</i>
	100 Facts Kings and Queens by Miles Kelly	Half term	Non fiction	Maestro – Magnificent Monarchs – lives of significant individuals ; compare aspect of life in different periods ; significant historical events, people and places
	<i>The Usbourne Book Kings and Queens Picture Book by Sarah Courtauld and Kate Davies*</i>	<i>Half term</i>	<i>Non fiction</i>	<i>Maestro – Magnificent Monarchs – lives of significant individuals ; compare aspect of life in different periods ; significant historical events, people and places</i>
	<i>Kings and Queens: Queen Elizabeth II Edition by Tony Robinson*</i>	<i>Half term</i>	<i>Non fiction</i>	<i>Maestro – Magnificent Monarchs – lives of significant individuals ; compare aspect of life in different periods ; significant historical events, people and places</i>
	<i>Castles (DKfindout!) by Philip Steele*</i>	<i>Half term</i>	<i>Non fiction</i>	<i>Maestro – Magnificent Monarchs – lives of significant individuals ; compare aspect of life in different periods ; significant historical events, people and places</i>
	<i>Royal London Picture book (Usbourne) by Struan Reid*</i>	<i>Half term</i>	<i>Non fiction</i>	<i>Maestro – Magnificent Monarchs – lives of significant individuals ; compare aspect of life in different periods ; significant historical events, people and places</i>
	<i>British History Makers: Alfred the Great*</i>	<i>Half term</i>	<i>Non fiction</i>	<i>Maestro – Magnificent Monarchs – lives of significant individuals ; compare aspect of life in different periods ; significant historical events, people and places</i>
	<i>People In History: Henry VIII by Stephen White- Thompson*</i>	<i>Half term</i>	<i>Non fiction</i>	<i>Maestro – Magnificent Monarchs – lives of significant individuals ; compare aspect of life in different periods ; significant historical events, people and places</i>
	<i>People In History: Elizabeth I by Stephen White- Thompson</i>	<i>Half term</i>	<i>Non fiction</i>	<i>Maestro – Magnificent Monarchs – lives of significant individuals ; compare aspect of life in different periods ; significant historical events, people and places</i>
	<i>Info Buzz: Queen Victoria</i>	<i>Half term</i>	<i>Non fiction</i>	<i>Maestro – Magnificent Monarchs – lives of significant individuals ; compare aspect of life in different periods ; significant historical events, people and places</i>
	<i>Paddington at the palace by Michael Bond*</i>	<i>Half term</i>	<i>Fiction</i>	<i>Maestro – Magnificent Monarchs – lives of significant individuals</i> <i>Read aloud class novel</i>
	<i>King Arthur and the knights of the Round Table by Marcia Williams*</i>	<i>Half term</i>	<i>Fiction</i>	<i>Maestro – Magnificent Monarchs – lives of significant individuals</i>

Half Term	Book	How Long?	Genre	Rationale
<i>*books recommended by not yet ordered</i>				
Summer 2	<i>The Most magnificent thing by Ashley Spires*</i>	<i>day</i>	<i>Fiction</i>	<i>R2W Rosie Revere the Engineer – other books with a similar theme</i>

	<i>The Dragon Machine by Helen Ward*</i>	<i>day</i>	<i>Fiction</i>	<i>R2W Rosie Revere the Engineer – other books with a similar theme</i>
	<i>The Dot by Peter H Reynolds</i>	<i>day</i>	<i>Fiction</i>	<i>R2W Rosie Revere the Engineer – other books with a similar theme</i>
	<i>Violet the pilot by Steve Breen*</i>	<i>day</i>	<i>Fiction</i>	<i>R2W Rosie Revere the Engineer – other books with a similar theme</i>
	<i>Audry the amazing inventor by Rachel Valentine*</i>	<i>day</i>	<i>Fiction</i>	<i>R2W Rosie Revere the Engineer – other books with a similar theme</i>
	<i>The girl who never made mistakes by Matt Prett*</i>	<i>day</i>	<i>Fiction</i>	<i>R2W Rosie Revere the Engineer – other books with a similar theme</i>
	<i>Izzy Gizmo by Pip Jones*</i>	<i>day</i>	<i>Fiction</i>	<i>R2W Rosie Revere the Engineer – other books with a similar theme</i>
	<i>How things work by Jason Conrad*</i>	<i>Half term</i>	<i>non fiction</i>	<i>R2W Rosie Revere the Engineer – non fiction</i>
	<i>Wallace and Gromit Cracking Contractions by Derek Smith and Graham Bleatham*</i>	<i>Half term</i>	<i>non fiction</i>	<i>R2W Rosie Revere the Engineer – non fiction</i>
	<i>Until I met Dudley by Roger McGough and Chris Riddle*</i>	<i>Half term</i>	<i>non fiction</i>	<i>R2W Rosie Revere the Engineer – non fiction</i>
	<i>My Crazy invention sketchbook by Andrew Rae and Lisa Regin*</i>	<i>Half term</i>	<i>non fiction</i>	<i>R2W Rosie Revere the Engineer – non fiction</i>
	<i>Fantastically Great Woman who changed the world by Kate Pankhurst*</i>	<i>Half term</i>	<i>non fiction</i>	<i>R2W Rosie Revere the Engineer – non fiction</i>
	<i>At the Seaside: What can you spot? By i-SPY*</i>	<i>Half term</i>	<i>Fiction</i>	<i>Maestro – Coastlines – physical and human features; locational knowledge</i>
	<i>Seashore: Explore nature with fun facts and activities*</i>	<i>Half term</i>	<i>Fiction</i>	<i>Maestro – Coastlines – physical and human features; locational knowledge</i>
	<i>Coasts – Let's Explore Britain*</i>	<i>Half term</i>	<i>Fiction</i>	<i>Maestro – Coastlines – physical and human features; locational knowledge</i>
	<i>Exploring Coasts: A Benjamin Blog and his Inquisitive Dog by Anita Ganeri*</i>	<i>Half term</i>	<i>Fiction</i>	<i>Maestro – Coastlines – physical and human features; locational knowledge</i>
	<i>First book of the seashore (RSPB) by Derek Niemann*</i>	<i>Half term</i>	<i>Fiction</i>	<i>Maestro – Coastlines – physical and human features; locational knowledge</i>
	<i>Seaside Towns (Beside the Seaside) by Clare Hibbert*</i>	<i>Half term</i>	<i>Fiction</i>	<i>Maestro – Coastlines – physical and human features; locational knowledge</i>
	<i>Seaside Jobs (Beside the Seaside) by Clare Hibbert*</i>	<i>Half term</i>	<i>Fiction</i>	<i>Maestro – Coastlines – physical and human features; locational knowledge</i>

	<i>Your Local Area: Seaside by Ruth Thompson*</i>	<i>Half term</i>	<i>Fiction</i>	<i>Maestro – Coastlines – physical and human features; locational knowledge; fieldwork</i>
	<i>Lifeboat Crew Member (Here to Help) by Rachel Bount*</i>	<i>Half term</i>	<i>Fiction</i>	<i>Maestro – Coastlines – physical and human features; locational knowledge; fieldwork</i>
	<i>Lifeboat Crew (People who help us) by Nancy Dickman*</i>	<i>Half term</i>	<i>Fiction</i>	<i>Maestro – Coastlines – physical and human features; locational knowledge</i>
	<i>Grace Darling (Collins Big Cat Progress) by Anita Ganeri*</i>	<i>Half term</i>	<i>Fiction</i>	<i>Maestro – Coastlines – physical and human features; locational knowledge</i>