

English

National Curriculum Links

Reading Comprehension CC Phonics and listening skills)

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems and recite some by heart.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Making inferences on the basis of what has been said and done.
- Predict what might happen based on what has been read so far.

Writing

- Sequence sentences to form increasingly longer narratives.
- Proof reading to check for errors in spelling, grammar and punctuation.
- Learn how to use commas for lists.
- Learn how to use apostrophes where letters are missing and to mark singular possession.
- Learn how to use these suffixes: _ness, _er, _less, _ful, _est, _ly.
- Learn to use the past and present tense and how the suffixes _ing and _ed can be used to change tense.
- How the prefix un_ changes meaning of verbs and adjectives.

Possible Stories

Fiction: Winnie at the Seaside by Valarie Thomas

Mrs Armitage and the Big Wave by Quentin Blake

Snorgh and the Sailor by Will Buckingham

The Lighthouse Keeper's Lunch by Ronda and David Armitage

Non Fiction: Selection about sea animals.

Maths

National Curriculum Links

Number: Place Value

- Read and write numbers to at least 100 in numerals and words.
- Recognise the place value of each digit in a two-digit number.

Number: Addition and Subtraction

- Add a two-digit number and ones.
- Add a two-digit number and tens.
- Add two two-digit numbers.

Measurement: Length and Height

- Choose and use appropriate standard units to estimate and measure length and height in m/cm.

Measurement: Time

- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to: the hour, half past, quarter to/past, 5 minute intervals and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.

Science

Animals at the Beach and Materials CC (Sc1)

National Curriculum Links

Pupils should be taught to:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals associated with the beach.
- Identify, name and draw the basic parts of the human body and say which body parts are associated with the senses.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Learning Outcomes

Children will:

- Use books and the internet to find out about animals and plants found at the beach.
- Label the different parts of animals, including humans.
- Find out about how local animals adapt to their environment so that they can still get their basic needs. Compare this to humans; how do we get our basic needs and stay healthy?

Pupils should be taught how to:

- Identify and name a variety of everyday materials including: wood, plastic, glass, metal, water and rock.
- Describe the simple properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Identify and compare the suitability of a variety of everyday materials, including: wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Learning Outcomes

Children will:

- Name and identify materials in the environment as well as sort them to a variety of given as well as their own criteria.
- Test the properties of a variety of materials eg if they are: waterproof, absorbent, etc
- Investigate how materials change after being bent, squashed, twisted and stretched.

Art & Design

Painting Seascapes and Sculptures

National Curriculum Links

- To use drawing, painting and sculpture to develop ideas, experiences and imagination.
- To use colour (and colour mixing), texture, line, shape, form and space in own artwork

Learning Outcomes

Children will:

- Use natural materials found at a beach to make sculptures.
- Look at and appraise famous seascapes, for example, local artist Mick Oxley and use this style of painting to create their own paintings.

Geography

Geography vocabulary and Fieldwork

CC (Map Skills, compass points)

National Curriculum links:

Pupils should be taught to:

- name and identify characteristics of the United Kingdom and its surrounding seas
- use geographical vocabulary to refer to: beach, cliff, coast, sea, ocean, port, harbour
- use aerial photographs and plans to recognise landmarks and basic human and physical geographical features; devise a simple map; and construct basic symbols in a key
- use world maps, atlases and globes to identify the United Kingdom and its countries and the North Sea, as well as the world's seven continents and five oceans

Learning Outcomes

Children will:

- Locate and name the oceans and the North Sea
- Research key physical features of coastal areas
- Make and label a collage of a coastal landscape using geographical vocabulary
- Learn about the importance of local ports and harbours.
- Look at aerial photographs of local rivers joining the sea and name them.

History

National Curriculum Links:

- To know about changes beyond living memory
- To know about changes within living memory

Learning Outcomes:

Children will:

- Research seaside pastimes from the past by interviewing parents, grandparents and looking at very early photographs.
- Compare this from their own experience of seaside holidays.

Healthy Me & By the Sea Summer Term



Computing

Algorithms

National Curriculum Links

- IT – Understand what algorithms are; how they are implemented as programs on digital devices; and that the programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.

Children will:

- Follow directions: left, right, forward, backwards, ¼ turn, ½ turn.
- Program Beebots to follow given directions.
- DL – Use technology safely and respectfully.
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online.

Children will:

- Discuss how to stay safe and what procedures to follow if they need help (revisit Lee and Kim's Animal Adventure and SID's Top Tips).

RE

Judaism

Theme: Shabbat

Religion: Judaism

Key question: **why is Shabbat important to Jewish children?**
(Are religious celebrations important to people?)

Learning Outcomes

Children will:

- Recognise some symbols and actions which relate to Shabbat
- Find out about Shabbat traditions
- Learn to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them
- Make a connection between being Jewish and decisions about behaviour.

DT

A Beach Buggy with moving parts

National Curriculum Links

Pupils should be taught to:

Design

- Design a beach buggy with moving parts.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing).
- Select from and use a wide range of materials and components, including construction materials, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Technical Knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore how they can use mechanisms (for example wheels and axles) in their products.

Learning Outcomes:

Children will:

- Design a beach buggy.
- Generate ideas through talk and drawing after looking at examples and investigating wheels and axles.
- Evaluate finished product by comparing to their design.

Physical Education

Multi-Skills with Danny 'Bear' Gilroy and Athletics

National Curriculum Links

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing tactics for attacking and defending.

Multi Skills – learn different sporting skills to apply to team game situations.

Athletics - learn the skills for simple field and track events.

P.S.H.E.

Jigsaw Scheme – Healthy Me, Relationships & Changes

Pupils should be taught how to:

- Make healthy and unhealthy choices in food and lifestyle.
- Keep myself clean and free of germs.
- Take medicines safely.
- Cross the road safely.

Learning Outcomes

Children will:

- Investigate healthy food and how exercise can help to keep us fit.
- Learn good hygiene habits and how we can avoid infection.
- Find out which household substances can be dangerous as well as how to take medicines safely.
- Learn the rules for crossing the road safely.

Pupils should be taught to:

- Identify the members of their family and understand there are many different types of families
- Identify what being a good friend means
- Recognise appropriate forms of physical contact to greet friends with
- Recognise their own qualities as a person and a friend
- Know and show what makes a good relationship.

Learning Outcomes

Children will:

- Investigate through games and discussion different types of families
- Learn through scenarios who can help them in school.

Pupils should be taught to:

- Understand that everyone is unique and special
- Recognise the changes which have happened to their bodies and their situations
- Express how they feel when changes happen and know who to ask for help.

Learning Outcomes

Children will:

- Identify changes which have happened to them
- Prepare for changes which will happen to them.

Music

Charanga – Your Imagination & Reflect, Rewind and Replay (Covid Version)

National Curriculum Links

- Children will use these interrelated dimensions of music – pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure
- Listen to and appraise a range of six different types of music
- Sing, play instruments, improvise and compose

Learning Outcomes

Children will:

- Listen to and appraise music.
- Learn about pulse, rhythm and pitch.
- Learn to sing the songs. *
- Play instruments with the songs.
- Improvise with the songs.
- Compose and perform their compositions.

* *(Singing outdoors or in well-ventilated room with distancing)*



Mastering English

Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum
- Using appropriate features when writing in different styles across topic areas
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum

For example:

- *Write factfiles for marine animals (Science)*
- *Write Punch and Judy plays (History)*
- *Write instructions for making a beach buggy (DT).*
- *Write safety leaflets for staying healthy and safe (PSHE).*
- *Write letters welcoming the new Beech Class children (PSHE).*

Mastering Maths

Opportunities for children to develop deep learning:

Science:

- Measure temperature of different places on the school field to compare habitats.
- Data Handling – draw charts for different animals found at a beach.

Computing

- Following directions.

DT:

- Selecting suitable shapes for model making according to their properties and explain their reasoning.
- Measure sections for making their beach buggy.

Investigation Possibilities

CC (Sc1)

Science

- Which is the best place on the school field for a mouse to survive?
- Why do animals live in their beach habitats?
- Test materials to find out which are the most: waterproof, absorbent, rigid, etc.
- How do materials change after they have been: squashed, bent, twisted, stretched?

Geog

- What happens to sand and stones when water is washed over?

Computing

- Can give Beebot directions to move through a maze?

Philosophy for Children

History

Are holidays better in modern times?

Science

- Should animals be kept in aquariums?

RE

- Why is Shabbat important to Jewish children?

PSHE

- Why do people drop litter?

Opportunities for Outdoor Learning

Science

- Set up investigations on the school field to compare habitats.

- Look for signs of spring and summer.

- Find natural and man-made materials outside.

Art:

- Make sculptures using natural materials found on the school field and brought from the beach.

PSHE

- Practise road safety skills on the school yard.