

English

National Curriculum Links

Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (Set 1 and 2 RWI) for all phonemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words
- read words containing –s, -es, -ing, -ed, -er and –est endings
- read words with contractions (e.g. I'm, I'll, we'll) and understand the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge.

Reading Comprehension

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

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart.

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

- drawing on what they already know or on background information and vocabulary provided by the teacher
- discussing the significance of the title and events
- making inferences/predictions on the basis of what is being said and done.

Participate in discussion about what is read to them, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

Writing

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- spell words containing each of the 40+ phonemes already taught
- spell common exception words
- spell the days of the week
- name the letters of the alphabet in order

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense
- leaving spaces between words
- beginning to punctuate sentences using a capital letter and a full stop, question/exclamation mark.

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

Pupils should be taught to:

- count to and across 100, forwards, backwards, beginning with 0, 1 or any given number
- count, read and write numbers to at least 100 in numerals
- count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line
- use the language of: equal to, more than, less than, fewer, most, least
- read and write numbers from 1 to 20 in numerals and words.

Number: Addition and Subtraction

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = __ - 9$.

Science

Animals at the beach; humans; materials.

National Curriculum Links

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; define those that are carnivores, herbivores and omnivores
- identify, name and draw the basic parts of the human body and say which body parts are associated with the senses
- distinguish between an object and the material from which it is made
- 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.

Learning Outcomes

Children will:

- use books and the internet to find out about the animals and plants found at the coast
- label the different parts of animals, including humans
- name and identify materials in the environment as well as sort them to a variety of given as well as their own criteria.

Geography

Geography vocabulary and fieldwork

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.

Music

Charanga – Your Imagination

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 with the songs
- perform their compositions.

P.S.H.E.

Jigsaw Scheme - Relationships

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
- use the 'Relationships' song to explore friendships
- learn through scenarios who can help them in school.



Physical Education

Multi-skills with Danny "Bear" Gilroy.

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 simple tactics for attacking and defending.

Team Games

Children will:

- learn different sporting skills to apply to team game situations.

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.

Children will:

- use art programs to create animals/scenes and save to own file
- 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.

History

National Curriculum Links:

Pupils should be taught to:

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

Learning Outcomes:

Children will:

- research seaside pastimes from the past by interviewing parents, grandparents and looking at photographs
- compare this to their own experience of seaside holidays.

P4C: Are holidays better in modern times?

RE

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, ICT.
- 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:

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

Art & Design

Painting Seascapes and Sculptures

National Curriculum Links

Pupils should be taught to:

- use drawing, painting and sculpture to develop ideas, experiences and imagination
- 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 and use this style of painting to create their own paintings.

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.

E.g.

- write factfiles for marine animals (Science)
- write Punch and Judy plays (History)
- write instructions for making a beach buggy (DT).
- write letters welcoming the new Ash 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

Science

- 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?

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

- 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.