



**Key Questions: How have seaside holidays changed over time? What would you see in the seaside habitat?**

**English Links: e.g. Class Novel / Cross-curricular Writing: "The Lighthouse Keeper's Lunch" by Ronda and David Armitage, "The Sea Monster" by Chris Wormell, seaside poetry, report about the history of seaside holidays.**

**Science**

**Content:** Identify the animals found at the seaside, to explore living things found in a seaside habitat, explore materials and their properties that are found at the seaside (wood, rock and plastic)

- **Skills: Materials** - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. **Working scientifically** - asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions. **Animals including humans** – identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals **Living things and their habitats** - explore and compare the differences between things that are living, dead, and things that have never been alive, identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other, identify and name a variety of plants and animals in their habitats, including microhabitats

**Assessment Notes:**

**Computing**

**Content:** Visual Media

**Skills:**

**Year 1**

- Understand that digital still or video cameras can capture an image to share, store and retrieve.
- Use a recording device to take a picture or record my work.
- Understand the need to frame an image or scene.
- Understand that recording devices need to be kept still.
- Talk about images/films I have taken.
- Understand that there are a variety of tools in a graphics package and that they each have a different purpose.
- Use a paint package to create a picture to communicate my ideas.
- Talk about how I used the paint package, what basic tools are available on in it and how I used them.
- Aware of the health and safety issues of shooting into the sun or bright light sources

**Year 2**

- Use ICT to source, generate and amend images.
- Developed a variety of skills using a range of tools and techniques.
- Understand that each tool/technique can be used to create different styles and effects for different purposes.
- Communicate a specific idea or artistic style/effect.
- Use stamps to make patterns and designs.
- Understand that digital still or video cameras, webcams, mobile phones or visualizers can capture an image to store and I can

**D&T**

**Content:** Design, make, taste and evaluate food items for Mr Grinling's picnic

**Skills:**

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.
- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- evaluate their ideas and products against design criteria

**Assessment Notes:**

**RE**

**Content:** How and why do we celebrate special and sacred times?

**Skills:**

- understand the terms special and sacred
- understand that Muslims celebrate Id-ul-Fitr
- understand that Jews celebrate Shabbat
- talk about special and sacred celebrations that are personal to the children

**Assessment Notes:**

<p>then share that image.</p> <ul style="list-style-type: none"> <li>• Open images I have created in other software.</li> <li>• Beginning to change or enhance photographs and pictures (crop, re-colour).</li> <li>• Understand that animations are a sequence of still images.</li> <li>• Create a sequence of still images which together form a short, animated sequence.</li> <li>• Create a simple animation to illustrate a story or idea using images in a software package.</li> <li>• Aware of the health and safety issues of shooting into the sun/bright light sources.</li> <li>• Discuss the quality of an image I've captured and make decisions</li> </ul> <p><b>Assessment Notes:</b></p>	<p><b>Art</b>  <b>Content:</b> Seaside/sea themed art activities  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• use drawing, painting and sculpture to develop and share ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• study the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Assessment Notes:</b></p>	<p><b>PSHE</b>  <b>Content:</b> Community  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• identify different communities in the locality and beyond</li> <li>• understand what it means to be a part of a community</li> <li>• identify how to treat others in a community with respect and kindness</li> </ul> <p><b>Assessment Notes:</b></p>
<p><b>History</b>  <b>Content:</b> What did seaside holidays look like in the past and how have they changed.  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Compare similarities and differences between seaside holidays in the past and now</li> <li>• Understand some of the ways in which we find out about the past.</li> </ul> <p><b>Assessment Notes:</b></p>	<p><b>Geography</b>  <b>Content:</b> Map work (four countries of the UK and their capital cities)  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify the characteristics of the four capital cities of the UK and its surrounding seas using atlases and globes.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>• Compare the similarities and differences between UK beaches and non-European beaches</li> </ul> <p><b>Assessment Notes:</b></p>	<p><b>PE</b>  <b>Content:</b> Athletics and swimming (Class 3)  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> <p><b>Assessment Notes:</b></p>
<p><b>Music</b>  <b>Content:</b> Reading music for rhythm: Ta, Ta-a &amp; Te-te, respond in movement and read from notation.</p> <p>Use the BBC series 'Sun, Sea and Song' to learn to sing 6 sea songs. Use these as a basis for body and instrument percussion, composition and listening skills</p>	<p><b>Forest School</b>  <b>Content:</b> Tracks and Trails. Build and Set up a camp  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Follow on – Set up a camp as a base for your adventure, choose a good place, safe, need for water, river, fishing</li> <li>• Use tarpaulin, trees, natural environment to build a camp include, kitchen, fire (pretend), sleeping area</li> </ul>	

See planning:  
[ownloads.bbc.co.uk/schoolradio/pdfs/thesongtree\\_summer\\_2013.pdf](http://ownloads.bbc.co.uk/schoolradio/pdfs/thesongtree_summer_2013.pdf)

**Ongoing skills**

- **Sing clearly & in tune Doh, Re Mi Fa Soh La**
- **Continue with steady beat movement work: gross & fine motor**

**Assessment Notes:**

- Read Henry The Explorer – Create a journey around the forest using pictures and pages from the book
- Explore natural materials-sticks for flags with messages
- Include pictures and signs to make an adventure trail for friends to follow
- Find natural materials from the forest eg. stones, leaves, feathers to improve your trail

**Assessment Notes**