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|  | 3rd – 7th June 2019  Week 1 | | 10th – 14th June 2019  Week 2  Phonics Screening | 17th – 21st June 2019  Week 3  Pirra Reading | 24th – 28th June 2019  Week 4 | | | 1st – 5th July 2019  Week 5  The Big Sing | 8th – 12th July 2019  Week 6  Beach Trip | 15th – 19th July 2019  Week 7 |
| Phonics | Song of Sounds  Song of Sounds – Stage 2  Reading and writing words with two syllables  SPAG  Yr1 –prefix un  Yr2 - apostrophes | | Song of Sounds  ASSESSMENT  SPAG  Yr 1 – Using question marks and exclamation marks for MA.  Yr 2 – Expanded noun phrases | Song of Sounds  Tricky words: of, off, house, because, looked, called  SPAG  Yr 1 – suffixes (er, est)  Yr 2 – Adverbs | Song of Sounds  Revise all phonemes learned, reading green words, alphabetical order.  SPAG:  Yr1- extend sentences.  Yr2 – contractions | | | Song of sounds  Using letter names.  SPAG:  Yr1 – using capital letters.  Yr2 – Homophones | Song of Sounds  Practise letter, names, alphabetical order and upper and lower case.  SPAG  Yr 1 – suffixes  Yr2 – past and present tense, | Song of Sounds  Practise reading tricky words and green words. |
| Maths | Place Value to 100 Year 1  Year 2 Statistics  Year 2  interpret and construct simple pictograms, tally charts, block diagrams and simple tables   ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity   ask and answer questions about totalling and comparing categorical data.  Year 1  count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number   count, read and write numbers to 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, and 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. | | | Measurement Time  Year 2  Time to the half hour Quarter past and quarter to  Telling time to 5 minutes  Minutes in an hour, hours in a day  Compare durations of time  Find durations of time  Year 1  Before and After  Dates  Time to the hour O’clock and half past  Writing time  Comparing time | | | | | Investigations & consolidation & assessment | |
| English | Writing  Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included.  Display beach realted items on table tops or an outdoor space. Use pens and paper tags to make labels, naming each of the items. Attach their labels to matching items with string or by sticking. Attempt spellings phonetically, checking (in a dictionary or word bank) and practising them where necessary before writing neatly onto the final label.    Note  Can the children’s labels help them to sort their items? Are all the labels correct? Should any be changed? How could we best display our beach discoveries? Children might like to make their labels using word processing software.  Spoken language  Ask/answer questions to prompt apt word choices to create interest.  Work in pairs to record on whiteboards the words they think might be useful in seashore-themed writing. Compile and display a class list of useful seashore-themed words that everyone can use.  Note  Why not create your very own ‘seashore’ in an outdoor space to stimulate beach-themed conversations and play? Hide a range of objects in the sand for children to comb and find. Perhaps they could use a metal detector to find hidden treasure! Provide a range of play equipment such as buckets, spades, deckchairs and rugs to create a seaside feel. Offer the children digital cameras for taking pictures while they play.  Writing  Write about real events in chronological order, using a structure of orientation (scene setting), events (recount) and  re-orientation (closing statement).  Write a simple caption for each photograph, describing what it shows. Refer back to their class list for spellings.  Note  Model ways of adding a simple label or sentence to each digital image. Give some examples for matching. For example, ‘Class 2B having lunch on the sand dunes’; ‘Mrs Baxter and her group searching for shells’; ‘Daisy and Harry collecting seaweed’ or ‘Jamie and Zach exploring the rock pools’. | | Spoken language  Ask questions to clarify understanding and learn new vocabulary.  Play the guessing game, ‘Who am I?’ Look at a range of different pebbles, rocks, shells or fossils laid out on a tray or table top. Without telling others which they have chosen, describe one item using shape, colour, texture and size words and find out whether others can guess their item. Begin to use sentence starters often found in riddles such as ‘I am…’ and ‘I have…’ For example, ‘I am speckled grey and white’, or ‘I have a smooth surface’.    Note  Model the activity first and explain that the describer can only answer yes or no to any exploratory questions. Modelled questions might be ‘Is it a shell? Is it round? Is it white? Is it big?’ Guessers could be limited to three questions before they have to identify the item. Successful guessers could compose questions to help them solve other children’s riddles.  Writing  Make some apt word choices and add detail to interest the reader (e.g. using adjectives and simple expanded noun phrases).  Writing  Use poetic techniques including humour and word play independently.  Use their rhyming words and ideas about alliteration to begin constructing their seashore-themed tongue twister. Experiment with word order, reading their ideas aloud to see what works best. Where possible, create a two or three-lined twister. Share examples of the children’s twisters with others in the group and try saying them without getting tangled up!    Note  You could begin this activity with a shared write, starting with the subject matter ‘anemone’. Brainstorm as many words as possible that rhyme or almost rhyme and record these on a whiteboard. Words might include: sea, knee, company, funny, honey, me, see and pea. How about creating one yourself… Five floaty fish wished for a dish of squishy squid!  Handwriting  Leave appropriately sized spaces between words.  Make a presentation copy of their poem, taking care to space out their words and form their letters correctly. Produce colourful drawings to illustrate their twister.    Note  Hold a tongue twister competition to see who can recite their twister faultlessly! You could record children’s twisters using voice recording software.  Writing  Make some apt word choices and add detail to interest the reader (e.g. using adjectives and simple expanded noun phrases).  Write their own seashore-themed tongue twisters, beginning by considering their subject matter. List words which rhyme or almost rhyme and might be suitable for their topics, using a rhyming dictionary if needed. Highlight any words that begin with the same letter so that they can use these in alliterative phrases.    Note  Show children how to use a rhyming dictionary, highlighting the difference between rhymes and near rhymes.  Writing  Use poetic techniques including humour and word play independently.  Use their rhyming words and ideas about alliteration to begin constructing their seashore-themed tongue twister. Experiment with word order, reading their ideas aloud to see what works best. Where possible, create a two or three-lined twister. Share examples of the children’s twisters with others in the group and try saying them without getting tangled up!    Note  You could begin this activity with a shared write, starting with the subject matter ‘anemone’. Brainstorm as many words as possible that rhyme or almost rhyme and record these on a whiteboard. Words might include: sea, knee, company, funny, honey, me, see and pea. How about creating one yourself… Five floaty fish wished for a dish of squishy squid! | Reading  Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others.  Share and read stories about the seaside such as Sally and the Limpet by Simon Jones, Lucy and Tom at the Seaside by Shirley Hughes, Winnie at the Seaside by Valerie Thomas or The Snail and the Whale by Julia Donaldson. Choose a favourite and write a simple review of it, describing what the book is about, explaining why they like it and giving it a star rating.    Note  You could provide groups of children with differentiated writing frames to use when writing their book reviews. Take a vote for the class’s favourite seaside book and read this in assembly, asking children to tell the rest of the school why they like the story.  Writing  Make some apt word choices and add detail to interest the reader (e.g. using adjectives and simple expanded noun phrases).  Use a range of props to explore a seashore using their senses. Wriggle their toes in a tray of cool water, listen to sound recordings of seashore sounds (maybe squawking seagulls, crashing waves and children playing) and sniff tubs of seashore treasures such as seaweed, sea water, wet sand and crabby shells. Use their sensory explorations to generate a list of powerful verbs, nouns, adverbs, similes and adjectives. Look back to see if any of the books they read used any of their collected words.    Note  You could set up ‘seashore stations’ outdoors for the children to explore as a carousel of activities. As they move around the different stations, ask them to think of words to describe their experiences, explaining that they will need to use these words in their own seashore story.  Writing  Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.  Imagine they are a creature that lives on the seashore or in a rock pool. Think about what might happen to them in their story and draw out a simple story map to plan it. After mapping out their story share their ideas with an adult.    Note  You might like to provide some ideas for exciting things that could happen in the children’s stories such as being caught by children in a fishing net, being washed away by the waves, becoming trapped in a plastic bottle left on the beach or realising that a large predator is entering their rock pool! | Writing  Write narratives by developing a sequence of sentences, including some variation in sentence openings.  Develop their story, remembering to write consistently in the first person. Use time adverbials and causal conjunctions to join sentences and paragraphs. Read aloud as they write to check that their story flows and that sentences make sense.    Note  Ensure the stories have a scene-setting start which grabs a reader’s attention, an exciting event or problem in the middle and a resolution or surprise at the end. Allow children to say their sentences to an adult or friend before writing.  Writing  Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).  Edit and refine their stories, checking spelling and punctuation. Write out their stories in their best handwriting and illustrate them. Invite younger children to their storytelling session to listen to their stories.    Note  Create a seaside atmosphere for the storytelling session with seagull or wave sound effects, deckchairs and a sand pit with buckets and spades. Perhaps they could all have an ice cream or ice lolly while listening! | | Spoken language  Provide clear reasons or evidence for their own answers or opinions.  Examine a mystery bottle that’s covered in sand and entangled in seaweed! Find out what’s inside by opening the bottle and unravelling the scroll inside. Before reading, speculate where the bottle has come from and who it might belong to. Open the scroll and read its contents.    Note  You can use the letter provided on The Hub or create your own. Discuss with the children whether the contents were what they expected.  Reading  Draw on their own experiences or background information provided by the teacher, to make comments on how a character is feeling, based on what is said and done.  Work together as a group to unpick clues and details about the writer of the letter. As they read, draw conclusions about who the sender was and what happened to them. Consider why the letter had been placed in the bottle. Using a copy of the letter, answer questions that help them look closely at the text and develop their understanding of the letter’s ‘story’.    Note  If using the letter provided, questions might include ‘When was this letter written? How does Emily describe the seashore? List the different creatures she saw there? How did Emily find the lost key? How does Emily describe the movement of the sea birds? Why was she writing on the sand dunes? List the items she found on the beach. Do you think Emily was a beachcomber? Explain why. What dangers might have been present on the beach? What is a tide?’ Find the sentence that tells you. Why do you think Emily might have placed the letter in the bottle?  Writing  Talk through the content of what they are going to write about, considering the sequence of sentences.  Read and listen to real life stories about letters in bottles and discuss which is their favourite. Think carefully what they would write in a letter that could be placed in a bottle and thrown out to sea. Begin to plan out their ideas for a letter in a bottle.    Note  There are some amazing real life ‘message in a bottle’ stories online. You could suggest some different scenarios to help stimulate the children’s creative thinking. They might write about their visit to the seashore, about themselves and their everyday life or things they have learned in their seashore project.  Writing  Make vocabulary and style choices appropriate to the purpose of the writing ensuring the main features are included.  Write their letters, remembering to write them in the first person. Make sure their sentences are properly punctuated and that paragraphs are organised by theme. Read their letters aloud as they work to make sure they make sense and read well.    Note  Recap on how to paragraph their ideas. Show and share examples of effective work, highlighting good use of paragraphing and punctuation.  Handwriting  Form lower case letters of the correct size relative to one another, with ascenders and descenders distinguished.  Set out their letters correctly and write in their best handwriting. Decorate their letters with labelled sketches as appropriate.    Note  Ask the children to bring a clear bottle into school that has a fastenable top. Place the letters inside and close. The letters could be placed in a water tray, with each child choosing a different bottle to open and read. | | Oh dear! One of the rock pools on Sandy Beach has lost all its inhabitants. They were swept away during a terrible storm and haven’t returned.  Imagine you could create a new and exciting sea creature that could move into the rock pool. It must be one that can survive the powerful tides and hungry predators.  What would it look like? What could it do? What ingenious features would it have?  Imaginations at the ready… It’s your turn to make your very own rock pool creature!  Collect as many pictures as you can of creatures that live in rock pools. Talk with a partner about the features that help them survive in their habitat.  Look at your pictures and decide which parts of each creature you would use to create a new one. How about the tentacles of an anemone and the claws of a crab?  Cut and stick parts of different creatures together to make a new animal. Are there any other features you would like to add that would help it survive in a rock pool habitat?  Take a photograph of your new creature and upload it to the computer. You might like to stick a printout of it in our beachcomber’s treasure book and write a sentence to explain your ideas.  Now it’s time to create your creature in 3-D! What materials would you like to use? Clay, junk, felt or modelling dough? The choice is yours!  After making your creature, give it a name that suits its look and features. Try out a few different options and choose which one sounds the best. Perhaps you could give it a tongue-twisting name!  Search the web for an image of a rock pool and print it out. There are lots to choose from. Which is your favourite? What plants can you see?  Place your 3-D model in front of your rock pool background and take a digital photograph. Does your creature look at home there?  Print out your final image and ask your teacher to display it alongside your 3-D model.  Finally, write a letter to your parents and carers inviting them to come and see what you’ve created!  Remember, you’ll need to explain to them what your creature is and how it is specially made to survive in its hostile environment.    CONGRATULATIONS! You have completed your Innovation Challenge. | Plan do review Finger puppet see Art and Design |
| Guided Reading | Reading  With some support, find information in non-fiction books using features (e.g. contents page and index). | | Reading  Recite poems by heart, with appropriate intonation, so that the meaning is clear.  Read and join in with the traditional tongue twister, She Sells Sea Shells on the Seashore. Talk about why it is tricky to read and spot its other literary features (such as rhyme and play on words). Try to read other tongue twisters provided and perform them back to the class.    Note  There are many other traditional tongue twisters to choose from! The children will enjoy getting their tongues round them: see if they can perform them without laughing! | PIRRA READING  Reading  Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others.  Share and read stories about the seaside such as Sally and the Limpet by Simon Jones, Lucy and Tom at the Seaside by Shirley Hughes, Winnie at the Seaside by Valerie Thomas or The Snail and the Whale by Julia Donaldson. Choose a favourite and write a simple review of it, describing what the book is about, explaining why they like it and giving it a star rating.    Note  You could provide groups of children with differentiated writing frames to use when writing their book reviews. Take a vote for the class’s favourite seaside book and read this in assembly, asking children to tell the rest of the school why they like the story. | Reading  Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others.  Share and read stories about the seaside such as Sally and the Limpet by Simon Jones, Lucy and Tom at the Seaside by Shirley Hughes, Winnie at the Seaside by Valerie Thomas or The Snail and the Whale by Julia Donaldson. Choose a favourite and write a simple review of it, describing what the book is about, explaining why they like it and giving it a star rating.    Note  You could provide groups of children with differentiated writing frames to use when writing their book reviews. Take a vote for the class’s favourite seaside book and read this in assembly, asking children to tell the rest of the school why they like the story. | | | Reading  Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others.  Share and read stories about the seaside such as Sally and the Limpet by Simon Jones, Lucy and Tom at the Seaside by Shirley Hughes, Winnie at the Seaside by Valerie Thomas or The Snail and the Whale by Julia Donaldson. Choose a favourite and write a simple review of it, describing what the book is about, explaining why they like it and giving it a star rating.    Note  You could provide groups of children with differentiated writing frames to use when writing their book reviews. Take a vote for the class’s favourite seaside book and read this in assembly, asking children to tell the rest of the school why they like the story. | Reading  With some support, find information in non-fiction books using features (e.g. contents page and index).  Look at the contents page, index and chapters of a range of seashore-themed non-fiction books to see how they are organised. Make a list of common features of non-fiction books and work with a partner to plan out their own. Consider the pages or chapters to include, how they will order them and what headers and diagrams they will need. Produce an A5 mock-up of their book to show their ideas.    Note  You could provide a simple planning format for children to organise the contents of their non-fiction book. Model examples of chapter titles and work together to decide on the information to include in each chapter. For example, in a chapter named ‘Seabirds’, there might be information on the different types of birds, where they live and what they eat. |  |
| Science | Science  Define the terms ‘habitat’ and ‘micro-habitat’, giving examples and animals that live in each place.  During their visit, examine rocks, rock pools, sand dunes and other zones of the beach for evidence of living things. Listen to explanations of what constitutes a habitat and a microhabitat and ask questions to clarify their understanding. Make comparisons between living and non-living things found in the different zones. Keep a tally of what they discover and make a classroom display of their results.    Note  Children will find a vast range of living things including plants (ragwort, ammophila grass and gorse), crustaceans (crabs, sandhoppers, shrimp and barnacles), algae (seaweed), birds (gulls, kittiwakes, oystercatchers and shelducks) and molluscs (clams, cockles, mussels and limpets). Non-living things will include rocks, stones, shells and litter. Provide children with laminated, labelled pictures to help them identify the things they discover in each zone. Seaweed is a plant-like algae and not a true plant.  Science  Sort and classify things according to whether they are dead, alive or never been alive.  During their visit, sort found items (such as pebbles, shells, seaweed, driftwood, old rope, samples of plants, crabs’ legs and mermaids’ purses) into groups according to their own and given criteria. Draw overlapping circles in the sand to create a Venn diagram for sorting a selection of their objects. Explain how and why they have sorted things as they have and answer questions about this. Take photographs of their groupings and Venn diagrams as a permanent reminder.    Note  You might like to suggest different ways of categorising their found materials. For example, according to type of material or whether they are dead, alive or have never been alive. Investigate collections using all their senses. | Science  Do things in the correct order when performing a simple test and begin to recognise when something is unfair.  Suggest and list ways of examining the contents of their seawater specimens. Carry out a simple, comparative scientific test, placing 50 ml of tap water in a shallow bowl alongside another bowl containing the same amount of sea water. Each day examine the bowls, observing the changes that occur. Describe what remains when all the water has evaporated away.    Note  Did you know that a teaspoon of sea water contains more micro-organisms than there are people on the planet? Children may have some great ideas for finding out what is in sea water, so give them the opportunity to test their ideas. Discuss with the children how sea water is different from tap water and why it is salty. The sea’s saltiness is due to minerals dissolved from surface rocks as rainwater runs over them. The salt also comes from underwater hydrothermal vents and volcanoes which release large amounts of dissolved minerals. Ensure that the children are aware that salty water should not be consumed.  Science  Explain how plants are suited to their habitats and give examples of plants growing in different habitats.  Find out about seaweed, looking at and handling different types collected at the beach. Look closely, drawing and labelling their observable properties. Discuss how seaweed is suited (adapted) to live in harsh coastal environments.    Note  Seaweed washed up on the beach is dead, so small samples can be collected and taken back to school. If the seaweed dries out and becomes crispy, rehydrate it in a bucket of salty water. After use, compost the seaweed. Seaweed is a plant-like algae and is not a true plant. Unlike land plants, seaweed has no roots, branches or leaves but has stipes (stems) fronds (leaves) and anchoring, root-like holdfasts. Seaweed is a major food source for many marine creatures such as limpets and sea urchins. Different types of seaweed to find out about include bladderwrack, channelled wrack, thongweed and sugar kelp. The Natural History Museum website has some excellent pictures and descriptions of common seaweeds. | | Science  Compare the living things in familiar habitats with the living things in a less familiar habitat.  Find out more about the hostile habitat of rock pools. Look at photographs taken on their visit and recall some of the things they discovered there. Draw a labelled cross-section of a rock pool with labels and captions to show what lives and grows there. Use books and the web to find out additional information including who eats who!    Note  Rock pools are a very tough place to live; they are battered by waves and wind and have high salinity due to evaporation from the small pools. Children could compare the habitat of a rock pool with a non-coastal habitat such as a small pond in the school grounds. Encourage the children to make comparisons, noting whether the two habitats share any similar plants or animals (for example, whelks and pond snails). Children could help to create a rock pool habitat on a builder’s tray or a clear tank using a variety of small world sea creatures.  Science  Use simple equipment such as hand lenses or egg timers to take measurements, make observations and carry out simple tests.  Spend time looking closely at a range of real mollusc shells including land snails, mussels, razor shells, limpets, clams, conch and cockles, using hand lenses or digital microscopes. Draw round the shells or sketch their shapes and patterns, discussing the similarities and differences between them. Match the shells to labelled pictures to name them and the creature that lived inside them. Consider why the shells are helpful to these animals.    Note  Online suppliers sell shells in a wide range of beautiful shapes, sizes and colours. Shelled molluscs use their shells for protection from predation and desiccation, shelter and in some cases camouflage. Not all molluscs have shells; octopus, squid and slugs have all ‘lost’ their shells during their evolution although many retain an internal shell fragment. | Science  Identify the basic needs of animals and humans for survival, including good nutrition and regular exercise.  Find out more about the soft-bodied crustacean: the hermit crab. Look at photographs, watch video clips and if possible visit a pet shop to see them first hand.    Note  Fancy an unusual class pet? Hermit crabs can be bought very cheaply from large pet stores but must have a suitable ‘crabitat’ in which to live. By providing lots of different shells in the crabitat, a hermit crab will ‘move house’ as it grows. YouTube has some excellent footage of hermit crabs changing shells. Did you know that in the wild, when a large shell becomes available, hermit crabs will line up in order of size and each will move up a shell size? Amazing! | | |  |  |  |
| Arts and Design | Art & design  Make/use a simple sketch book, using a range of joining techniques including gluing, stapling, typing and stapling.  Make a simple beachcomber’s treasure book in which to record their ideas, drawings and photographs during the project. Use a range of different papers to create their pages, ordering them as they wish. Staple or tie with ribbon to join pages together and add a tough outer cover to protect it.    Note  You could invite an artist into school to learn how they use their sketchbook. Alternatively, invite older children or an art specialist from a neighbouring secondary school to show some examples and help the children make their books. | | Art & design  Use modelling materials to create an imaginary or realistic form.  Make a 3-D model of a seashore creature from clay. Look closely at images and artefacts before making sketches to plan their designs. Use air-drying clay to mould, shape and sculpt their forms. Leave the models to air dry.    Note  Children could make a crab, starfish, sea anemone, fish or shrimp! Demonstrate certain techniques such as rolling, coiling, carving, smoothing and joining. | Art & design  Use modelling materials to create an imaginary or realistic form.  Complete 3-D model of a seashore creature from clay. Look closely at images and artefacts before making sketches to plan their designs. Use air-drying clay to mould, shape and sculpt their forms. paint them.    Note  Children could make a crab, starfish, sea anemone, fish or shrimp! Demonstrate certain techniques such as rolling, coiling, carving, smoothing and joining. | Art & design  Develop ideas from a variety of starting points including the natural world, man-made objects, fantasy and stories.  Make a new home for a hermit crab using coloured modelling dough. Begin by reading the book or watching an animation of Eric Carle’s story, A House for a Hermit Crab. Decorate their shell forms using dough to make spots and stripes. When the shells are dry, display them with a ‘To Let’ sign. Decide whose shell they think a hermit crab might prefer to live in.    Note  You could make dough in a range of colours and add glitter for an extra-sparkly shell! Alternatively, you could purchase packs of coloured modelling dough from an online art supplier. | | | Art & design  Create patterns using natural materials (e.g. pebbles, sticks, shells, leaves and petals).  Create beachcomber art using shells, pebbles and driftwood to create amazing patterns and forms in sand trays and on different surfaces. Arrange items in artistic ways, experimenting with shape, pattern and line. Take photographs of the finished artworks from above. Alternatively, create beautiful sand art using coloured sands and interesting bottles and jars. Create layers of different colours and use cocktail sticks to add feathering between layers.    Note  Photograph, print and display the children’s artworks. | D&T  Use tools safely for cutting and joining materials, components and finishing products. Make a finger puppet of a seagull using felt material. Carefully cut around a pattern for the body (white felt) and wings (grey felt). Glue or stitch these parts together and add a black tip (black felt) to the wing ends and tail. Add a small triangle of yellow felt for the beak and small black dots, buttons or beads for the eyes. Place the completed finger puppets on a printed image of a seashore location, such as a rocky outcrop or pier, and take a digital photograph. Upload to a computer and print.      Note  Children may need some adult help stitching the parts together, so a ‘helper group’ of parents and carers would be handy! Children could also make finger puppets of other seabirds and seashore creatures using different coloured felts. Encourage children to use these in their own role play activities. | |
| R.E. |  | |  |  |  | | | |  | |
| History/ Geography | Geography  Use geographical vocabulary to name features of familiar and unfamiliar places.  Identify and name the visited coastline’s physical features by studying maps, plans, diagrams, photographs and models. Make 3-D models to show its features using sand, shingle, mud, rocks, gravel and other natural materials. Describe what they are making using basic geographical vocabulary. Make a simple sketch map of their model and label the features with a simple key.    Note  Coastal features could include beach, stack, arch, cove, cave, cliff and island. You should also introduce the term ‘tide’ along with specialist vocabulary such as flow (rising or high tide) and ebb (falling or low tide). | |  |  |  | | | |  | |
| PSHE | Talk about their own beach experience. Speak clearly and take turns to listen to others. | | Talk, discuss and listen to each other about their likes and dislikes of the beach | Talk about different habits and how to care for them. | PSHE  Identify how their local environment can be harmed and improved. | PSHE  Identify how the beach can be harmed and improved.    Make posters to warn others about the dangers of dropping litter on the seashore and suggest what to do with litter when visiting the coast. | | | Talk about what they have enjoyed this year. | Talk about their hopes and dreams for next year. |
| Music | The Big Sing | | | | | | | | | |
| P.E. | Dance / Swimming  NUFC | | | | | | | | | |
| ICT |  | |  |  | Computing  Organise, store, manipulate and retrieve data in a range of digital formats.  Use search engines to find out about crustaceans. Use the address bar to search for the Japanese spider crab, the mantis shrimp, the coconut crab and the Caribbean spiny lobster. View and read web pages to find out about what they eat, what they look like and how they have adapted to their habitat. Use presentation software to create a slide or mini fact files on their crustacean.    Note  Children could work in pairs to do this activity. Remind children to help each other with the reading. You may want to suggest a few websites for the children to use so they can practise typing the URLs into the address bar. | Computing  Recognise common uses of ICT beyond school.  Search for and watch film and live footage of seabirds in their natural habitats on coastal cliff tops, rocky outcrops, in estuaries, on mud flats, out at sea and in flight. Observe their natural behaviour including foraging and feeding, nest making, flying, rearing chicks and preening. Consider how live and recorded footage helps scientists to discover more about seabirds and in turn, how this helps with the conservation of endangered species.    Note  The BBC has some good short videos about seabirds. Some RSPB reserves have live webcams and an archive of videos for viewing. | | |  | |
| Other activities |  | |  |  |  | Mathematics  Compare and order mass and record the results using >, < and =.  Estimate and weigh different amounts of sand, shells and pebbles using standard (grams) and non-standard units. Put sets of objects in order according to their mass starting with the lightest. Choose one shell or pebble and find out how many plastic cubes, beads and other objects it takes to balance it. Use cards with (>), (<) and (=) symbols to place between objects and ask a friend to check their findings.    Note  Encourage the children to use mathematical language to describe and compare the shells and pebbles such as heavy, heavier and heaviest, light, lighter and lightest. Discuss how they could record their results on a chart. | | |  | |

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