

Topic: Seaside

Term: Summer

Weeks covered:

WOW Moment:

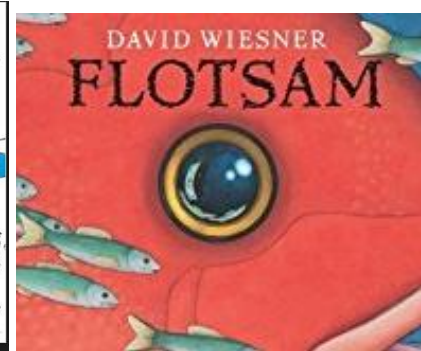
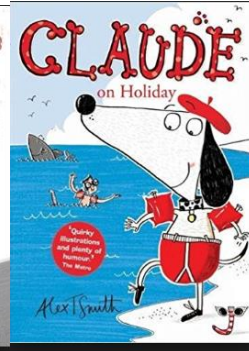
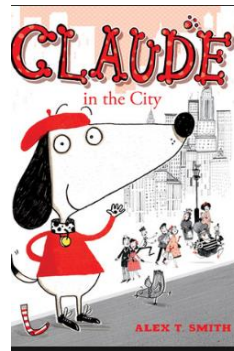
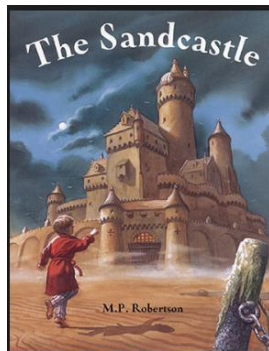
Start of topic Beach Trip visit a local beach and identify some of the key features.

End: Beach party

Additional creative hooks for the children:

Mid point: art and DT days

Whole class text:



The Sandcastle: MP Robinson

Claude in the City (class reader)

Claude on Holiday English text

Flotsam David Wiesner

Parental Involvement Opportunities:

After the completion of our art/DT parents will be invited in to classrooms to view the art and DT activities that have been completed.	
<p><u>English</u></p> <p>Letters/postcards - Design a Victorian post card writing in a Victorian style.(Linked to history)</p> <p>Message in a bottle – write their own message in a bottle</p> <p>Persuasive letters to Mr Davey – Can we have a beach party or go on a beach trip?</p> <p>Character descriptions – Design and describe your own character from under the sea. (Linked to whole class text)(Links to art of design own sea creature)</p> <p>Story writing – Write a story using the character they have created including descriptive language about the setting.</p> <p>Katie Morag – Write a comparison of peoples roles on an island vs a town/city. (Linked to Geography features of different places)</p> <p>Flotsam – orally retell the story adding their own text.</p>	<p><u>Objectives (ongoing)</u></p> <p><u>Spellings</u></p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p><u>Handwriting</u></p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>case letters write capital letters and digits of the correct size, orientation and relationship to one another and to lower</p> <p>use spacing between words that reflects the size of the letters</p> <p><u>Composition</u></p> <p>can write a simple, coherent narrative about their own and others' experiences (real and fictional)</p> <p>write about real events, recording these simply and clearly</p> <p><u>Vocab, grammar, punctuation</u></p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in English Appendix 2</p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>
<p><u>Reading</u></p> <p>The Sandcastle by M. P. Robertson</p>	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode

Claude at the Beach by Alex T. Smith

Flotsam by David Wiesner.

words until automatic decoding has become embedded and reading is fluent

- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

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

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information

	<p>are related</p> <ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns
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	<p>and listening to what others say</p> <ul style="list-style-type: none"> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<p><u>Mathematics - Stand alone</u></p> <p>Capacity Temperature Time</p> <p><u>Incidental maths</u></p> <p>Bar chart – Seaside towns the children have visited. (linked to Geography Map skills) Measuring – Measure and record growth of plants and flowers. (linked to science)</p>	<p><u>Objectives</u></p> <p><u>Time</u></p> <ul style="list-style-type: none"> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour & the number of hours in a day. Compare and sequence intervals of time. <p><u>Capacity and temperature</u></p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure capacity (l/ml) and temperature (°C) to the nearest appropriate unit, using thermometers and measuring vessels. Compare and order volume/capacity & record the results using >, < and =. <p>Consolidation of all skills and post SAT project.</p>
<p><u>Science</u></p> <p>Plants – Label parts of plants/trees Observations of flowers and plants. (linked to maths for measurements) (Linked to art for drawing)</p>	<p><u>Objectives</u></p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. Asking simple questions and recognising that they can be answered in different ways.
<p><u>Art</u></p> <p>Design and paint own sea creature.(Linked to whole class text/English) Lynette Amilie - Water colour paintings of light house/boats etc.</p>	<p><u>Objectives</u></p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their own ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

<p>Seaside bag – design and make a seaside bag using variety of fabrics. Stitching them together to make a bag.</p> <p>Montage – Make a montage of seaside images using a variety of media. (Linked to computing) Ernst Haekel (photography)</p> <p>Observational drawings of plants and flowers. (linked to science)</p> <p>Anthony Gormley: Make their own iron men using clay and wire</p>	<ul style="list-style-type: none"> • About the work of range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • To use a range of materials creatively to design and make products. <p>Skill:</p> <ul style="list-style-type: none"> • Uses line and tone to represent things seen, remembered or observed. • Experiments with basic tools on rigid and plastic materials. • Sorts, collects, discusses and pulls apart cloths and threads. • Collects photographs. • Selects, sorts, tears and cuts materials.
<p><u>DT</u></p> <p>Junk modelling – make a light house. (linked to Geography features of a town)(Links to art experimenting with 3D work)</p>	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • Design: design purposeful, functional, appealing products for themselves and other users based on design criteria • Design: generate, develop, model and communicate their ideas through Design: talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Make: select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Evaluate: explore and evaluate a range of existing products • Evaluate: evaluate their ideas and products against design criteria • Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable <p>Skill: (repeated from spring to consolidate learning)</p> <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, nailing and gluing to strengthen products. • Explain what they are making and which materials they are using. • Design products that have a clear purpose and an intended user. • Use pictures and words to convey what they want to make. • Make products, using a range of tools to cut, shape, join and finish. • Say what they like and don't like about their product and explain why. • Talk about how closely their finished product meets their design criteria. • Cut materials safely using tools provided. • Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.

<p><u>Geography</u></p> <p>Junk modelling – looking at physical and human features of a place. (linked to DT make a lighthouse)(Linked to English Katie Morag)</p> <p>Map skills: - Locating countries, seas, seaside towns within the UK. (linked to Maths, bar chart)</p> <p>Design and create a 3d map of their own island – demonstrating which human and physical features they may find.</p>	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • Locational knowledge: name and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • Human and physical geography: use basic geographical vocabulary to refer to key physical features. Including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Human and physical geography: use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. • Geographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. <p>Skill:</p> <ul style="list-style-type: none"> • Use first hand observation to investigate places – the school grounds, the streets around school and the local area. • Use key specific vocabulary to describe key physical and human features. • Recognise and record different types of land use, buildings and environments. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use observational skills and ask and respond to questions. • Begin to explain how/why to find information from aerial photographs.
<p><u>History</u></p> <p>Victorian/modern day Comparison – Differences between seaside towns then and now.</p> <p>Post card – Design a Victorian post card writing in a Victorian style.</p> <p>How have holidays for people in the UK changed over time?</p>	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • changes within living memory, Where appropriate, these should be used to reveal aspects of change in national life. <p>Skill:</p> <ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event. • Use words and phrases such as: before, after, then, now , last

	<p>year, when my grandparents were young, Years ago .</p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented . • Ask questions about the past and answer using a wide range of resources to support them . • Look at and use books, pictures, eyes witness accounts , photographs , artefacts, historic buildings or historical sites ,museums, galleries and the internet to find out about the past . • Describe the differences between then and now. • Use information to describe the past. • Look at evidence to give and explain reasons why people In the past may have acted in the way they did . • Communicate ideas about other people, objects or events from the past I speaking, writing ,drawing, role play , story telling and using ICT.
<p><u>Music</u></p> <p>Learning verse – sea shanties Use hands, bodies and percussion instruments to keep the beat in a song. Study repetition and different rhythms.</p>	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music
<p><u>Computing</u></p> <p>We are Photographers – Take photographs of objects, materials and features linked to seaside topic. Create a montage using computer programmes. (linked to art) Stand alone – data handling unit</p>	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond the school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns or contact in the internet or other online technologies.

	<p>skills:</p> <ul style="list-style-type: none"> • Talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. • Make and save a chart or graph using the data I collect. • Talk about the data that is shown in my chart or graph. • Know the difference between data e.g. text, number. • Starting to understand a branching database. <p>Tell you what kind of information I could use to help me investigate a question (e.g. filtering out data – only show girls with brown eyes).</p>
<u>PE: - Stand alone</u>	<u>Objectives</u>
<u>R.E.- Stand alone follow Come and See programme</u>	
<u>P4C</u> Stand alone Mary Poppins Dove Advert The Fairest teacher	
<u>Enabling Enterprise</u>	
<u>End of topic celebration</u> <u>Phase Learning Festival:</u>	
Resources needed:	