

# St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 1      Cycle: 2      Term: Spring Term 'Oh I do like to be beside the seaside'

Topic: Beside the Seaside      Literacy Focus Text: 'Giraffes Can't Dance' by Giles Andreae

Week 1, 2 and 3 Fascinators: Clothes from different seasons.						
Learning Challenge		Year 1: Where would you prefer to live?			Year 2: Why do we love to be beside the seaside?	
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Assessment Year 1	Assessment Year 2	Cross Curricular Link s
Locational knowledge □ name and locate the world's seven continents and five oceans	<p><b>To recognise that food originates from different countries.</b></p> <p><b>To recognise different products of plants.</b></p>	Read the story 'The world Came to my Place Today'. Show the children the 'Banana Paper Book'. Can you guess what it is made from? Show a pair of wellingtons. What are they made from? Where do we get rubber from?	<p>Name seven continents and five oceans that make up our world.</p> <p>Look at a range of food packaging and find out its country of origin and locate on a map.</p> <p>Each day look at fruit at play times. Can you use the packaging to find out its country of origin? Record using a weekly class chart.</p> <p>Choose food from a range of continents. Compare choices from 2 classes. Taste, smell and describe different kinds of food.</p> <p>Draw a simple flow chart of where the food comes from and what it is made into.</p> <p>Watch Barnaby Bear goes to</p>	<p>Can the children name the seven continents?</p> <p>Can the children use an atlas to find the UK and the continents?</p>	<p>Can the children name and label continents and oceans?</p> <p>Can the children name a range of food?</p> <p>Can the children identify country of origin by looking at packaging?</p> <p>Can the children use different charts to read and record data?</p> <p>Can children name a range of countries and say which continent they think they belong to?</p> <p>Can the children read maps and atlases?</p>	SMSC – Cultural

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			<p>..... Use range of foods and names spread out on a table. Can you taste and match to correct names?</p> <p>Make a food around the world map – use a key.</p>			
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>□ changes within living memory</li> </ul> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p><b>To explore changes within living memory.</b></p>	<p>Ask question - <i>What were seaside holidays like in the past?</i></p> <p><b>Power point</b> – seaside holidays in the past.</p> <p><b>Pair Share:</b> Discuss similarities and differences.</p> <p><b>PowerPoint – Punch and Judy.</b></p> <p>Use website to explore seaside holidays now and in the past. Links to various pages to explore.  <a href="http://www.everyschool.co.uk/history-key-stage-1-seaside-holidays.html">http://www.everyschool.co.uk/history-key-stage-1-seaside-holidays.html</a></p>	<p><a href="http://home.freeuk.com/elloughon13/seaconte.htm">http://home.freeuk.com/elloughon13/seaconte.htm</a></p> <p>Explore seaside holidays now –</p> <ul style="list-style-type: none"> <li>• Names of British seaside resorts.</li> <li>• Coach trip/virtual trip to Blackpool.</li> <li>• Match 'old' photographs and date them.</li> <li>• Explore a more exotic location. List reasons for wanting to go there.</li> <li>• Create your own beach scene.</li> </ul> <p><a href="https://www.westsussex.gov.uk/learning/learning_resources/west_sussex_seaside_holidays_i/learn_about_seaside_holidays_i/topics.aspx">https://www.westsussex.gov.uk/learning/learning_resources/west_sussex_seaside_holidays_i/learn_about_seaside_holidays_i/topics.aspx</a></p> <p>Explore holidays in the past –</p> <ul style="list-style-type: none"> <li>• Getting there</li> <li>• What to wear</li> <li>• On the beach</li> <li>• In the water</li> <li>• On the water</li> </ul>	<p>Can the children talk about their holidays?</p> <p>Can the children compare different holidays and say what is different and what is the same?</p> <p>Can they name some seaside resorts?</p>	<p>Can the children talk about their holidays?</p> <p>Can the children research holidays from in the past?</p> <p>Can the children use photos and other evidence to find out about the past?</p> <p>Can the children compare different holidays and say what is different and what is the same?</p> <p>Can the children name some seaside resorts?</p> <p>Can the children clarify new vocabulary relating to the passing of time?</p>	<p>SMSC – Social, Moral</p>

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<p>DT select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>To explore and understand events that took place beyond living memory that is significant nationally.</b></p> <p><b>To be able to talk about the past.</b></p> <p><b>To place events and objects in chronological order</b></p> <p><b>To recognise why people did things, why events happened and what happened as a</b></p>	<p>Re-visit the idea that fire is a source of light. Who has a fire in their house? How do you keep safe around fires? What sources of light did people have before electricity?</p> <p>Watch Magic Grandad video, showing fires, ranges, candle, gas light in a Victorian house.</p> <p><a href="http://www.bbc.co.uk/education/dynamo/history/stepback.htm">http://www.bbc.co.uk/education/dynamo/history/stepback.htm</a></p> <p>Watch the video of the</p>	<ul style="list-style-type: none"> <li>• Piers</li> <li>• Holiday camps</li> <li>• Souvenirs</li> <li>•</li> </ul> <p>Draw 2 pictures comparing seaside holidays 'then and now'.</p> <p>Create a seaside class collage comparing holidays from the past and present time. Use images from two time periods to discuss. How will we make objects appear bumpy? Discuss texture.</p> <p>Seaside postcard.</p> <p>Sing – London's Burning</p> <p>Fire Dance - PE</p> <p>Role play scene from the fire of London using sequencing cards for each scene – Create video</p> <p>Order pictures of the Great Fire of London (BBC education) Make movie- change to sepia tones.</p> <p>Draw a picture of before and after the fire of London.</p>	<p>Can the children research an important event in history?</p> <p>Can they say why the fire of London happened?</p> <p>Can they recall the important moments?</p>	<p>Can the children ask and answer questions about the past?</p> <p>Can the children research an important event in history?</p> <p>After researching, can the children recall important people and events?</p> <p>Can the children discuss why events happened and people behaved the way they did?</p>	
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<p>DT Make a 3D model using specific materials.</p>	<p><b>result</b></p> <p><b>To ask and answer questions about the past.</b></p> <p><b>To know about the lives of significant men, women and children drawn from the history of Britain and the wider world</b></p>	<p>Great Fire of London. <a href="http://www.fireoflondon.org.uk/game">http://www.fireoflondon.org.uk/game</a> Hot seat Samuel Pepys e.g. why did the fire start? How did you feel? What happened afterwards? How many people died?</p> <p><a href="http://www.channel4.com/history/microsites/H/history/fire/map.html">http://www.channel4.com/history/microsites/H/history/fire/map.html</a> website show fire spreading on map and quotes from primary sources</p> <p><a href="http://www.thegreatfireoflondon.org">www.thegreatfireoflondon.org</a></p> <p><a href="http://www.bbc.co.uk/history/interactive/animations/great_fire/index_embed.shtml">http://www.bbc.co.uk/history/interactive/animations/great_fire/index_embed.shtml</a> - to show how different areas of London were affected.</p> <p>Use images of London skyline to discuss shadows and silhouettes. What medium could we use to represent the dark? Light of the flames?</p>	<p>History – write feeling words in flame shapes (fire of London) Lego model of the houses of parliament.</p> <p>Make box model houses. Join together to make rows of houses and individual houses. Investigate how fire spreads. Predict and discuss.</p> <p>Sketch street roof tops using charcoal. Add flames to some houses using oil pastels.</p> <p>What happened because of the fire of London?</p> <p>Question sheet – Great Fire of London</p> <p>Lego houses of parliament with tunnel going underneath.</p> <p>Write questions you would like to ask Samuel Pepys.</p> <p>Write a diary entry from the point of view of Samuel Pepys.</p>	<p>Can the children use different tools to represent an image?</p> <p>Can they write in the first person?</p>	<p>Can the children identify England's capital city?</p> <p>Can the children investigate how fire spreads?</p> <p>Can children use their prediction skills?</p> <p>Can the children represent a significant historical event using a range of different mediums?</p>	
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<p>Science Plants Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>□ identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>□ observe and describe how seeds and bulbs grow into mature plants</li> <li>□ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p><b>To know that there are different kinds of plants and animals in the immediate environment</b></p> <p><b>To observe and make a record of animals and plants found</b></p> <p><b>To present results in a table</b></p> <p><b>To know what plants need to grow</b></p> <p><b>To turn ideas of their own, about what plants need to begin to grow, into a form that can be tested</b></p> <p><b>To observe and make a day-by-day record of observations</b></p>	<p>Ask the children: What do seeds grow into? Are seeds important? The children can think, pair, share their ideas, then show the information on the slides detailing a variety of plants grown from seeds.</p> <ul style="list-style-type: none"> <li>• Explain to the children that all seeds have the potential to grow into a plant. Show the children the unnamed seeds on the slides then ask, How do we know what these seeds will grow into?</li> <li>• Show the slides with the seeds named then ask, Is the seed's name the only important thing we need to know about it? Explain that different seeds need to be planted at different times and need to be looked after in different ways. The packets tell us this information.</li> <li>• Show the slide with the</li> </ul>	<p>Design a seed packet with differentiated information.</p> <p>Make bread rolls with seeds and cheese for toppings.</p> <p>Set up an experiment with seeds to illustrate what plants need to grow. Discuss initial ideas with children and then have three plants placed in various places- discussed with children 1) blocking sunlight 1) with no water and 1) in a fridge 1) In window with normal conditions. Children to record predictions and record observations weekly</p> <p>Set up an experiment to consider what is needed for seeds to begin to grow and place broad beans on different surfaces. Children should begin to recognise and tick against shoots, roots in observations. Record each day. Predict which seed will germinate the best. Record daily observations.</p>	<p>Can children use questioning skills?</p> <p>Can they use investigative skills to complete an experiment?</p> <p>Can the children record the results?</p> <p>Can they draw a conclusion?</p>	<p>Can the children identify things that grow from seed and things that grow from bulbs?</p> <p>Can the children talk about how they might set up an experiment?</p> <p>Can the children use their investigative skills?</p> <p>Can the children use their questioning skills?</p> <p>Can the children record results in different ways? Can the children use their observational skills?</p> <p>Can the children use their prediction skills?</p>	

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		<p>seed packets on. What information can you find out about these seeds? <i>What is a plant? Where can you find plants in our local area?</i></p> <p>Walk round the school or visit the local park to identify where plants are growing and where there are animals. <i>eg turn over stones and lift plant pots to find woodlice, look under damp bushes or by damp walls for snails, dig up soil to find earthworms or observe a bird feeding area in the playground.</i></p> <p>Help children to make a brief record of what they find using a table prepared for them.</p> <p><i>Talk with them about what animals and plants were found and where they were found.</i> <i>What do you think plants need to grow? Do they need just one? How do you know? How could we find out?</i></p> <p><b>Espresso- plants</b> Record on board what we have discovered and the</p>	<p>Activity to match young animals in their local environment to pictures of the animals grown into adults. Write predictions about their changes into young adults.</p> <p>Show power point to check predictions against actual occurrences.</p> <p>Identify and label parts of plants and trees.</p> <p>Identify and label plants we grow into food that we eat.</p> <p>Make salad including plants e.g. lettuce, edible flowers, cucumber, tomatoes, cress etc.</p> <p>Taste/smell different herbs. Record in a table the taste – sour, sweet, savoury? E.g. mint, curry, dill, chives, basil, thyme etc.</p> <p>Identify and label plants and parts of plants.</p>	<p>Can the children name the parts of a plant and a tree?</p> <p>Can the children identify what a plant needs to grow?</p> <p>Can they grow a plant from a seed?</p>	<p>Can the children identify a range of plants and trees?</p> <p>Can the children label parts of plants?</p>	
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		<p>main things plants need to grow and survive.  <i>What would happen if we took the things they need away from them? How could we see what would happen?</i>                      Explain we shall conduct an experiment and discuss together our predictions and how to ensure a fair test is in place.</p> <p>As a class discuss where we find plants.  <i>What are most plants in? Why? How do we know this is the most effective material for a seed to grow in?</i></p>			<p>Can children identify what a plant would need to grow?</p> <p>Can the children grow a plant from a seed /bulb?</p>	
<p>Science                      Pupils should be taught to:                      □ explore and compare the differences between things that are living, dead, and things</p>	<p><b>To understand what animals, including humans, need in order to grow, thrive and survive.</b></p> <p><b>To understand the</b></p>	<p>Growth and Survival Plan                      Bee</p>	<p>Sort living and non-living things, including humans.</p> <p>Name and label parts of the body.</p>		<p>Can the children identify living and non-living things and explain how they know?</p> <p>Can the children name and label parts of the body?</p>	

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<p>that have never been alive</p> <ul style="list-style-type: none"> <li>□ identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>□ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	<p><b>difference between living and non-living.</b></p> <p><b>To name and label parts of the body.</b></p>					
<p>Art to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about 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.</p>	<p><b>To be able to sketch something from observation.</b></p> <p><b>To work in the style of a famous artist.</b></p> <p><b>To be able to identify different shades and tones of colours.</b></p>	<p>Vincent Van Gogh Sunflowers</p> <p>Lowry – seaside, promenade</p>	<p>Sketch examples of sunflowers.</p> <p>Paint vase of sunflowers in the style of Vincent Van Gogh. (yellows, browns, burnt orange)</p> <p>Sketch and paint in perspective (Lowry)</p>	<p>Can the children say what they like and dislike about a piece of art by a famous artist?</p> <p>Can they do a piece of art in the style of another artist?</p>	<p>Can the children sketch and paint in the style of a famous artist?</p> <p>Can the children use a range of different media?</p> <p>Can the children discuss an artist's use of colour, tone and shade?</p> <p>Can the children show an understanding of perspective in their art work?</p>	