

Questions.

Week 1: What's under the sea?
 Week 2: What will I see at the seaside?
 Week 3: What happened at the beach?
 Week 4: Which sea animals have shells?
 Week 5: Can you create your own sea creature to share its shell?
 Week 6: What can you use to make a boat?
 Week 7: Whose boat can go the fastest?

Texts: Rainbow Fish Sharing a Shell Non-fiction
Fiction: Personal Response Narrative Writing In Role
 Character Study Description
Non Fiction: Recount Information

Maths

Number: four operations 1 week
 Measurement: money 2 weeks; Measurement: number fractions
 2weeks; Consolidation and gap filling 2 weeks

Science:

- 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 physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials

Computing:

Use technology safely and respectfully
 Use technology purposefully to create, organise, store, manipulate
 and retrieve digital content; use a camera.

Trip to beach

Make and race boats
 Seaside celebration

Assessment Foci

Science: performing simple tests. Distinguish objects and materials, Identify, name, describe materials. Compare and group materials
History: Is able to place events/objects in chronological order. Is able to ask and find answers to simple questions about the past.

DT: They select appropriate tools, techniques and materials explaining their choices. They evaluate their work.

Art: To compare the work of different artists and make links to their own art work. Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

PE: Games: Throw a ball with some control; send in the direction of a partner.

RE: . I can talk about things that are puzzling in RE I can name some artefacts from a given set and suggest how some of them are used.

PSHE: I can talk about ways I can help the environment

Computing: Film a video and manipulate content

Music: recognise and classify sounds. Develop an awareness of fast/slow, loud/quiet, long/short, high/low. Respond imaginatively to a variety of short pieces of music.

Geography: Be able to recognise and make observations about physical & human features of localities. Be able to identify similarities and differences between the seaside and our local area.

Foundation Subjects Coverage

RE: Judaism—I can name some artefacts from a given set and suggest how they are used. I can talk about things that are puzzling *Unicef Article 12,13,14,29,30*

PE: master basic skills including jumping, throwing and catching, balance, agility and co-ordination and apply in a range of activities; hit a ball with a bat; use equipment safely.

DT: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology; evaluate ideas and products against design criteria.

History: place events from living memory in chronological order; recognise that some objects belonged to the past; give examples of things that have changed since grandparents were children; ask questions about the seaside and find answers using a variety of sources. Black History: Jesse Owen and Kelly Holmes

Art: use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *Article 31*

SRE: health and well-being including how to keep clean, growing and the changes that happen, knowing there are different types of families.

PSHE/ British Values: Where I live. Beginning to relate to recognise how they relate to adults and other children. Beginning to understand the independent nature of the class/school community and themselves as participant members of the class. Raising awareness of their attitudes to others in the school community. Thinking about how we can help our environment.

Music: respond to different moods in music; say whether like or dislike a piece of music; listen to music with concentration.