



Topic driver: Seaside							
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Read aloud book	The Lighthouse Keeper's Lunch Collection 8 Books Set (Lunch, Rescue, Cat, Tea, Breakfast, Picnic, Catastrophe, Christmas)	The Lighthouse Keeper's Lunch Collection 8 Books Set (Lunch, Rescue, Cat, Tea, Breakfast, Picnic, Catastrophe, Christmas)	The Lighthouse Keeper's Lunch Collection 8 Books Set (Lunch, Rescue, Cat, Tea, Breakfast, Picnic, Catastrophe, Christmas)	The Magic Finger R Dahl	The Magic Finger R Dahl	The Magic Finger R Dahl	Little Leaders: Bold Women in Black History Vashti Harrison
Guided Reading		Poetry – Seaside poems 1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Fiction 1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Non-Fiction 1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Sneaky Peak	Fiction 1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Poetry Poor old lady by Anon  1a, I can use words to explain a poem. I can read a poem using pace and rhythm. I can explain the pictures the poet is drawing.
Writing	<p>The Seaside</p> <ul style="list-style-type: none"> <li>To compare texts – different Lighthouse Keeper stories.</li> <li>To follow a recipe.</li> <li>To write instructions for making a Lighthouse sandwich.</li> </ul> <p>Grammar focus: adverbials for time, verbs, adverbs, punctuation (commas, capital letters, full stops &amp; exclamation marks.</p>	<p>The Seaside</p> <ul style="list-style-type: none"> <li>To act out a story</li> <li>To use adjectives to write a character description.</li> <li>To write a recount in role.</li> <li>To write a wanted poster.</li> </ul> <p>Grammar focus: past tense Spelling: Plural suffix ies/es/s</p>	<p>The Seaside</p> <ul style="list-style-type: none"> <li>To plan a story.</li> <li>To retell a story</li> </ul> <p>Grammar focus: To use coordinating conjunctions Spelling: Plural suffix ies/es/s</p>	<p>The Seaside</p> <ul style="list-style-type: none"> <li>To act out a story.</li> <li>To write a character description</li> </ul> <p>Grammar focus: adjectives &amp; Y2 suffixes. Verb tenses. Spelling: Silent gn/kn/wr</p>	<p>The Seaside</p> <ul style="list-style-type: none"> <li>To retell a story</li> </ul> <p>Grammar focus: To use coordinating conjunctions Spelling: Contractions</p>	<p>The Seaside</p> <ul style="list-style-type: none"> <li>To write an innovated story</li> <li>To write from a different viewpoint</li> </ul> <p>Grammar focus : ambitious vocabulary First person. Spelling: Soft c/air/ear/ire</p>	<p>Poetry focus</p> <ul style="list-style-type: none"> <li>To recite a poem using the appropriate intonation.</li> </ul>
Maths	<u>Numbers within 100</u>			<u>Add and subtract two digit numbers</u>		<u>Addition and Subtraction Word Problems</u>	



	<ul style="list-style-type: none"> <li>Recognise the place value within 2-digit numbers</li> <li>Identify tens and ones in a 2-digit number</li> <li>Partition 2-digit numbers</li> <li>Represent 2-digit numbers</li> <li>Read and write numbers to 100 in numerals and words</li> <li>Compare numbers to 100</li> <li>Order numbers to 100</li> <li>Explore number patterns</li> <li>Explore odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>Use number bonds to 20 in addition</li> <li>Use number bonds to 20 in subtraction</li> <li>Add and subtract ones from a 2-digit number</li> <li>Add and subtract multiples of ten</li> <li>Add and subtract tens from a 2-digit number</li> <li>Add two 2-digit numbers</li> <li>Subtract two 2-digit numbers</li> <li>Add and subtract two 2-digit numbers</li> <li>Add three 1-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>Represent information as a bar model</li> <li>Create bar models</li> <li>Represent two-step word problems using bar models</li> <li>Represent comparison word problems using bar models</li> <li>Identify suitable bar models to represent problems</li> </ul>				
Science	To know that animals have offspring that grow into adults. To be able to use observations to suggest answers to questions. To be able to record data (flow diagram).	To know that animals have offspring that grow into adults. To be able to observe using simple equipment.	To know that human offspring grow into adults. To be able to record data (flow diagram).	To be able to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	To know the importance for humans of eating the right amounts of different types of food.	To know the importance for humans of exercise. To be able to record data (table). To be able to perform a simple test.	To know that animals have offspring that grow into adults. To be able to use observations to suggest answers to questions. To be able to record data (flow diagram).
History	Learn about the features of seaside holidays.	To use photographs to find clues about what seaside holidays were like in the past.	Learn about how and when seaside holidays became popular.	What seaside holidays were like 100 years ago?	To place events into the order in which they happened.	To identify things that are different and things that are the same between seaside holidays now and in the past.	Black History Month: Rosa Parks
Geography		To use basic geographical vocabulary, in the context of coastal/seaside locations and locations relevant to the children themselves. I can use key words to describe different places and environments. To use world maps, atlases and globes to identify the United Kingdom and its countries,	To use basic geographical vocabulary to refer to human and physical features in the context of coastal/seaside locations. I can use key words to describe seaside locations. To use aerial photographs and to recognise landmarks and basic human	To use basic geographical vocabulary to refer to human and physical features, in the context of seaside localities and the seaside town of St. Ives, Cornwall. I can describe a seaside town in the UK. To use simple compass directions and locational and directional language to describe the	To use world maps, atlases and globes to identify the United Kingdom and its countries in the context of coastal/island locations. I can use a map to identify the main British islands. To identify seasonal and daily weather patterns in the United Kingdom and the	To use simple fieldwork and observational skills, in the context of visiting a seaside locality. I can make observations at a seaside resort. To use simple compass directions and locational and directional language to describe the location of features and routes on a map, in the context of visiting a seaside locality.	



		as well as the countries, continents and oceans studied at this key stage, in the context of coastal/seaside locations. I can use a map to find seaside locations.	and physical features in the context of coastal/seaside locations. I can observe aerial	location of features and routes on a map, in the context of the seaside town of St. Ives, Cornwall. I can describe places and routes on a map.	location of hot and cold areas of the world in the context of island locations. I can understand the location of hot and cold islands in the world.	I can use a map to follow the route around a seaside resort.	
ICT E safety	<ul style="list-style-type: none"> <li>☑ Children understand that some information about themselves is special because it makes them unique.</li> <li>☑ Children know that they should never give out their personal details online without a parent or teacher's permission.</li> </ul>	<ol style="list-style-type: none"> <li>1. Children understand that not everyone they meet is automatically trustworthy.</li> <li>2. Children begin to identify the characteristics of people that are worthy of their trust and who can help them make positive choices to keep them safe.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children begin to understand some of the qualities that can be used to assess if a person is trustworthy.</li> <li>2. Children can identify situations in which it is wise to turn to a trusted adult for help.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children understand that their emotions can be a powerful tool to help them assess unsafe situations.</li> <li>2. Children can identify some of the physical sensations that alert us to unsafe situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. For this age group in particular, children understand the importance of checking with an adult before participating in the online environment.</li> <li>2. Children feel encouraged to be open about their online experiences with a trusted adult.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children understand that actions that may be seen as a joke by some can be hurtful to others</li> <li>2. Children begin to understand the feelings of someone who is teased or bullied</li> </ol>	<ol style="list-style-type: none"> <li>1. Children begin to understand that passwords can help protect computer files and information.</li> <li>2. Children begin to understand that a file called a virus can make a computer stop working but parents and caregivers can help prevent this.</li> </ol>
RE Forgiveness		<ul style="list-style-type: none"> <li>◆ understand the importance of trust;</li> <li>◆ know that Christians believe Jesus told them about God;</li> <li>◆ appreciate what makes people special;</li> <li>◆ know that teachers use stories to help them understand more about the world etc.</li> </ul>	<ul style="list-style-type: none"> <li>◆ know that stories can sometimes have 'inner meanings';</li> <li>◆ know that stories that Jesus told were a way of telling people about God;</li> <li>◆ know that Jesus used familiar objects to teach people about God</li> </ul>	<ul style="list-style-type: none"> <li>◆ know that Christians believe in a God who loves all people;</li> <li>◆ know that Jesus taught people that everyone matters to God through the story of the Lost Sheep.</li> </ul>	<ul style="list-style-type: none"> <li>◆ know that you can show love for others in many different ways;</li> <li>◆ know that God asks humans to 'love their neighbour'.</li> </ul>	<ul style="list-style-type: none"> <li>◆ know that Christians believe Jesus taught about forgiveness and love;</li> <li>◆ share ideas about times when it is important to say sorry;</li> <li>◆ respond sensitively to the feelings and experiences of others.</li> </ul>	<ul style="list-style-type: none"> <li>◆ understand that Jesus was teaching about being sorry, forgiveness, reconciliation (making up) and jealousy in the story;</li> <li>◆ make links between the story and the beliefs which underpin it;</li> <li>◆ describe religious teaching in the story;</li> <li>◆ identify in their own experience the feelings of the people in the story.</li> </ul>
Music	<b>Specialist Teacher</b> Solfa songs- hand signs and rhythm Samba and clave rhythms and chants	<b>Specialist Teacher</b> Solfa songs- hand signs and rhythm Samba and clave rhythms and chants	<b>Specialist Teacher</b> Solfa songs- hand signs and rhythm Samba and clave rhythms and chants	<b>Specialist Teacher</b> Solfa songs- hand signs and rhythm Samba and clave rhythms and chants	<b>Specialist Teacher</b> Solfa songs- hand signs and rhythm Samba and clave rhythms and chants	<b>Specialist Teacher</b> Solfa songs- hand signs and rhythm Samba and clave rhythms and chants	<b>Specialist Teacher</b> Solfa songs- hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.



	Handling and controlling instruments to play rhythms.	Handling and controlling instruments to play rhythms.	Handling and controlling instruments to play rhythms.	Handling and controlling instruments to play rhythms.	Handling and controlling instruments to play rhythms.	Handling and controlling instruments to play rhythms.	
Art & Technology		Making Seagulls	Ink Portraits	Class Sea creatures	-Using pastels	-Seaside in a box	Beach huts and windbreaks
PSHE		Introducing Brain Breaks.	Introducing Brain Breaks.	<b>PATHS Unit 1:</b> Establishing Positive Classroom Rules	Unit 2: Introduction to Feelings	P4C Focus: Democracy	
PE		<u>Games-</u> <i>Hand-eye co-ordination</i> <u>Dance</u> <i>Seaside</i>					

Trip	Seaside
Visitor	