



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	<p>Fiction – Who Sank the Boat</p> <p>1a: Draw on knowledge of vocabulary to understand texts</p> <p>1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info.</p> <p>1c: Identify and explain the sequence of events in texts.</p> <p>1d: Make inferences from the text.</p> <p>1e: Predict what might happen on the basis of what has been read so far.</p>	<p>Fiction - Sally and the Limpet</p> <p>1a: Draw on knowledge of vocabulary to understand texts</p> <p>1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info.</p> <p>1c: Identify and explain the sequence of events in texts.</p> <p>1d: Make inferences from the text.</p> <p>1e: Predict what might happen on the basis of what has been read so far.</p>	<p>Fiction – The Enormous Turnip</p> <p>1a: Draw on knowledge of vocabulary to understand texts</p> <p>1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info.</p> <p>1c: Identify and explain the sequence of events in texts.</p> <p>1d: Make inferences from the text.</p> <p>1e: Predict what might happen on the basis of what has been read so far.</p>	<p>Fiction - The Boy Who Cried Wolf</p> <p>1a: Draw on knowledge of vocabulary to understand texts</p> <p>1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info.</p> <p>1c: Identify and explain the sequence of events in texts.</p> <p>1d: Make inferences from the text.</p> <p>1e: Predict what might happen on the basis of what has been read so far.</p>	<p>Non-Fiction- Changing shape</p> <p>1a: Draw on knowledge of vocabulary to understand texts</p> <p>1b: Identify and explain key aspects of non-fiction text: titles and info. Extracting information and answering</p>	<p>The Shopping Basket Non-Fiction</p> <p>1a: Draw on knowledge of vocabulary to understand texts</p> <p>1b: Identify and explain key aspects of non-fiction text: titles and info. Extracting information</p>	<p>Poetry</p> <p>Poor old lady by Anon</p> <p>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.</p>
Writing	<p>Sally and the Limpet</p> <ul style="list-style-type: none"> To act out a story To use adjectives to write a character description. To retell a story 	<p>Sally and the Limpet</p> <ul style="list-style-type: none"> To act out a story To use adjectives to write a character description. To retell a story 	<p>Lighthouse Keeper's Lunch</p> <ul style="list-style-type: none"> To compare texts – different Lighthouse Keeper stories. To follow a recipe. To write instructions for making a Lighthouse sandwich. 	<p>Lighthouse Keeper's Lunch</p> <ul style="list-style-type: none"> To compare texts – different Lighthouse Keeper stories. To follow a recipe. To write instructions for making a Lighthouse sandwich. 	<p>Lighthouse Keeper's Lunch</p> <ul style="list-style-type: none"> To compare texts – different Lighthouse Keeper stories. To follow a recipe. To write instructions for making a Lighthouse sandwich. 	<p>The Gigantic Turnip</p> <ul style="list-style-type: none"> To act out a story To use adjectives to write a character description. To write in the past tense To retell a story 	<p>The Gigantic Turnip</p> <ul style="list-style-type: none"> To act out a story To use adjectives to write a character description. To write in the past tense To retell a story



<p>Maths</p>	<p><u>Numbers within 100</u></p> <ul style="list-style-type: none"> Recognise the place value within 2-digit numbers Identify tens and ones in a 2-digit number Partition 2-digit numbers Represent 2-digit numbers Read and write numbers to 100 in numerals and words Compare numbers to 100 Order numbers to 100 Explore number patterns Explore odd and even numbers 			<p><u>Add and subtract two digit numbers</u></p> <ul style="list-style-type: none"> Use number bonds to 20 in addition Use number bonds to 20 in subtraction Add and subtract ones from a 2-digit number Add and subtract multiples of ten Add and subtract tens from a 2-digit number Add two 2-digit numbers Subtract two 2-digit numbers Add and subtract two 2-digit numbers Add three 1-digit numbers 		<p><u>Addition and Subtraction Word Problems</u></p> <ul style="list-style-type: none"> Represent information as a bar model Create bar models Represent two-step word problems using bar models Represent comparison word problems using bar models Identify suitable bar models to represent problems 		
<p>Science</p>	<p>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).</p>	<p>To know that animals have offspring that grow into adults. To be able to observe using simple equipment.</p>	<p>To know that human offspring grow into adults. To be able to record data (flow diagram).</p>	<p>To be able to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>To know the importance for humans of eating the right amounts of different types of food.</p>	<p>To know the importance for humans of exercise. To be able to record data (table). To be able to perform a simple test.</p>	<p>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).</p>	
<p>History</p>	<p>Learn about the features of seaside holidays.</p>	<p>To use photographs to find clues about what seaside holidays were like in the past.</p>	<p>Learn about how and when seaside holidays became popular.</p>	<p>What seaside holidays were like 100 years ago?</p>	<p>To place events into the order in which they happened.</p>	<p>To identify things that are different and things that are the same between seaside holidays now and in the past.</p>		
<p>Geography</p>		<p>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,</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>		



Art & Technology				Class Sea creatures	-Using pastels	-Seaside in a box	Beach huts and windbreaks
PSHE	Introducing Brain Breaks/Reflection	Introducing Brain Breaks.	PATHS Unit 1: Establishing Positive Classroom Rules	P4C Focus: Democracy	P4C Focus: Democracy	Unit 2: Introduction to Feelings	Unit 2: Introduction to Feelings
PE	<u>Games-</u> <i>Hand-eye co-ordination</i> <u>Multi Skills-</u> Fundamental Movement such as running, jumping and balance	<u>Games-</u> <i>Hand-eye co-ordination</i> <u>Multi Skills-</u> Fundamental Movement such as running, jumping and balance	<u>Games-</u> <i>Hand-eye co-ordination</i> <u>Multi Skills-</u> Fundamental Movement such as running, jumping and balance	<u>Games-</u> <i>Hand-eye co-ordination</i> <u>Multi Skills-</u> Fundamental Movement such as running, jumping and balance	<u>Games-</u> <i>Hand-eye co-ordination</i> <u>Multi Skills-</u> Fundamental Movement such as running, jumping and balance	<u>Games-</u> <i>Hand-eye co-ordination</i> <u>Multi Skills-</u> Fundamental Movement such as running, jumping and balance	<u>Games-</u> <i>Hand-eye co-ordination</i> <u>Multi Skills-</u> Fundamental Movement such as running, jumping and balance

Trip	Chalkwell Seaside
Visitor	