



Topic driver: The 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>Teaching phonics assessed to RWI programme. Decodable phonics books will be used in guided reading sessions. Children learn to:</p> <ul style="list-style-type: none"> • draw on knowledge of vocabulary to understand texts • identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information • identify and explain the sequence of events in texts • make inferences from the text • predict what might happen on the basis of what has been read so far 						<p>Poetry 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>



<p>Writing</p>	<p>The Journey</p> <p>To write recognisable letters, most of which are correctly formed To write noun phrases To make predictions about a text To use modal verbs To use the subjunctive mood To talk about events in a story using tenses appropriately</p>	<p>The Sea Saw by Tom Percival</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' To use a capital letter and full stop to punctuate a sentence To be able to apply the suffix -ing where no change is needed to the root word To write commands To begin to punctuate a sentence using a question mark</p>	<p>The Sea Saw by Tom Percival</p> <p>To spell the days of the week To use the prefix un- To compose a sentence orally before writing it to be able to join words and join clauses using 'and' To use the prefix un- Explain clearly their understanding of what is read to them To discuss word meanings, linking new meanings to those already known</p>	<p>The Sea Saw by Tom Percival</p> <p>To name the letters of the alphabet To identify initial phonemes in words To name the letters of the alphabet in order To make inferences on the basis of what is being said and done To participate in discussion about what is read to them, taking turns and listening others To link what they read or hear to their own experiences</p>	<p>The Sea Saw by Tom Percival</p> <p>To say out loud what they are going to write about To sequence sentences to form short narratives To leave spaces between words To use capital letters and full stops</p>	<p>The Sea Saw by Tom Percival</p> <p>To apply consistent use of past tense throughout writing To use the prefix un To refer to plans to support the structure of writing To spell the days of the week</p>	<p>The Sea Saw by Tom Percival</p> <p>To re-read what they have written to check that it makes sense To read aloud their writing clearly enough to be heard by their peers and the teacher</p>
<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 			<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 		<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 	



	<ul style="list-style-type: none"> Order numbers to 100 Explore number patterns Explore odd and even numbers 			<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> Represent comparison word problems using bar models Identify suitable bar models to represent problems 	
Science	To compare the differences between things that are living, dead, and things which have never been alive	To identify and name a variety of plants and animals in a microhabitat	To design a suitable microhabitat where living things could survive	To find out what animals eat to survive in their habitat	To understand food chains	To understand the journey food makes from the farm to the supermarket	To review Unit and complete the Living Things and Their Habitats – Unit Test	
Geography	Where are the seas and oceans surrounding the UK? To locate the seas and oceans surrounding the UK.	What is the coast? To explain what the coast is.	What are the features of the Jurassic Coast? To identify the physical features of the coast.	How do people use Weymouth? To identify human features on the coast.	How do people use our local coast? (Data collection) To investigate how people use the local coast.	How do people use our local coast? (Findings) To present findings on how people use the local coast		
ICT	Children understand that some information about themselves is special because it makes them unique. Children know that they should	What is Information Technology? Develop learners' understanding of what information technology (IT) is.	Where have we seen Information Technology at home? Children to consider common uses of information technology in a	Where have we seen Information Technology in the world? Children will explore IT in other environments that they may	How does Information Technology improve our world? Children focuses on the specific use of IT in a shop.	Demonstrate safe use of Information Technology. Children will consider how they use different forms of information	Using Information Technology responsibly. Children will think about the choices that are made when using information technology, and the	



	never give out their personal details online without a parent or teacher's permission.	Children will identify devices which are computers and consider how IT can help us both at school and at home.	context that they are familiar with beyond school.	have experienced.		technology safely, in a range of different environments.	responsibility associated with those choices.
RE - Forgiveness	Understand the importance of trust Know that Christians believe Jesus told them about God Appreciate what makes people special; know that teachers use stories to help them understand more about the world etc	Understand the importance of trust Know that Christians believe Jesus told them about God Appreciate what makes people special Know that teachers use stories to help them understand more about the world etc.	Know that stories can sometimes have 'inner meanings' Know that stories that Jesus told were a way of telling people about God; Know that Jesus used familiar objects to teach people about God	Know that Christians believe in a God who loves all people; Know that Jesus taught people that everyone matters to God through the story of the Lost Sheep.	Know that you can show love for others in many different ways; Know that God asks humans to 'love their neighbour'.	Know that Christians believe Jesus taught about forgiveness and love Share ideas about times when it is important to say sorry; Respond sensitively to the feelings and experiences of others.	Understand that Jesus was teaching about being sorry, forgiveness, reconciliation (making up) and jealousy in the story Make links between the story and the beliefs which underpin it Describe religious teaching in the story Identify in their own experience the feelings of the people in the story
Music	Specialist Teacher Solfa songs- hand signs and rhythm	Specialist Teacher	Specialist Teacher	Specialist Teacher	Specialist Teacher Solfa songs- hand signs and rhythm	Specialist Teacher	Specialist Teacher Solfa songs- hand signs and rhythm



	Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Solfa songs-hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Solfa songs-hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Solfa songs-hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Solfa songs-hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.
Art	<p>Drawing: Tell a story Lesson 1: Charcoal mark-making To use drawing, painting and sculpture to develop and share their 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>	<p>Drawing: Tell a story Lesson 2: Creating texture To explore and experiment with mark-making to create textures.</p>	<p>Drawing: Tell a story To explore and experiment with mark-making to create textures. To develop observational drawing.</p>	<p>Drawing: Tell a story Lesson 4: Creating characters Developing new character illustrations, applying skills with line and mark making to add expression and detail. To understand how to apply expressions to illustrate a character.</p>	<p>Drawing: Tell a story Lesson 5: Tell a story Making concertina books to illustrate with scenes for characters using mark making drawing techniques. To develop illustrations to tell a story.</p>	<p>Drawing: Tell a story Seaside in a box</p>	<p>Drawing: Tell a story Beach huts and windbreaks</p>



PSHE (Jigsaw)	Being Me 1. Hopes and Fears for the Year	Being Me Rights and Responsibilities I understand the rights and responsibilities for being a member of my class and school	Being Me Rewards and Consequences I understand the rights and responsibilities for being a member of my class	Being Me 4. Rewards and Consequences I can listen to other people and contribute my own ideas about rewards and consequence	Being Me Our Learning Charter I understand how following the Learning Charter will help me and others learn	Being Me Owning our Learning Charter I can recognise the choices I make and understand the consequences	Being Me Owning our Learning Charter I can recognise the choices I make and understand the consequences
PE - Dance	Dance To respond to stimuli with a range of actions. To explore movements while repeating and putting them together.	Dance To move at different speeds. To create shapes and actions. To combine your actions with a partner.	Dance To create elastic shapes. To practise, link and repeat movements to put them into a sequence.	Dance To move in time with the music. To learn and create dance moves with a partner.	Dance To be creative and invent contrasting moves. To watch and copy your partners actions.	Dance To combine several actions to create a sequence. To perform with a partner.	

Trip	Portrait Gallery (Art)
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