

Summer 2 – The Seaside

Historical, Geographical and Social

E2 to explore how different peoples' ways of life change with location and time

I can describe differences in modes of transport, clothes, buildings, entertainment have changed through time. (Focus on the seaside)

I can handle objects from the past and discuss what they tell us about the way people lived

I can explain how some of the differences in daily life in another part of the world are a result of different physical or human features (e.g. fish as a traditional food in a coastal location)

I can describe the physical features of the seaside – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

I can describe the human features of the seaside – city, town, village, factory, farm, house, office, port, harbour and shop

E3: To learn about links between their locality and other places in the UK and beyond

I can explain how and why people travel to different parts of the UK
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I can compare local wildlife with wildlife found on the coast

I know the names of transport links that connect me to other parts of London
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E6: To use the internet and other digital sources to find out about significant people and events

I can use the internet, books and school trips to answer my questions about seaside and coasts
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Understanding Physical health and development.

Discrete (see PE and PSHE)

E4: To know how to keep safe and how and where to get help

I know that water, the sea and tides can be dangerous

I know how to get help when I am at the seaside

Understanding the Arts

E1: To explore a wide range of media and materials to create artworks, improvise and model the real world

E2: to try out a range of tools and techniques with a range of artistic purposes.

I can use different sizes of brushes to match the purpose

I can use shapes, textures, colours, pattern and shape in my artwork.

I can mix paper and other materials with different textures and appearances.
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E3: To use role play and imaginative play to engage and empathise with characters, situations and events from know stories and stories they create together

I know that stories can be expressed through role play.

I am play in role with other children (interacting with their characters) to move the action on.
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E4: To sing songs and play musical instruments with expression and control, listening and observing carefully

I take part in singing songs, following the tune (melody) well.

I perform with others (taking instructions from the leader).
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I can listen carefully and recall (repeat) a short rhythmic pattern.
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E6: To experiment with designs, shapes, colours and sounds, explore and record ideas using ICT where appropriate

I can use Movie Maker with confidence

I can add text and pictures using cut and copy
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I can use a digital camera

Science and Technological Understanding

E1: To explore and observe in order to collect data and describe and compare their observations and findings

I can make observations to identify the differences between different plants and animals
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I can observe how my appearance will change over time

I can use scientific vocabulary to describe creatures at the seaside.

I can discuss my findings with others

E2: to apply their knowledge and understanding in their practical work

I am beginning to use some basic tools safely and on my own

I can decide how to cut, shape, combine and join materials
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E4: To sort group and identify familiar living things according to observable features

I can group and sort living things and compare them using a block graph

I can use a diagram to sort different living things

E11: To explore ways of looking after living things and keeping them alive and healthy

I know that the sea is an important habitat and needs to be protected (read <i>Dear Greenpeace</i>)
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I know the basic conditions required for living things to survive (food, water, air, warmth, light)

Discrete:

Religious Education

E2: to name and explore a range of celebrations, worship and rituals in religions or beliefs, recognising the difference they make to individuals, families and local communities.

<i>I can describe some of the things that are the same and different for religious people</i>
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<i>I can use religious words to describe some of the different ways in which people show their beliefs</i>

ICT: To learn how to write a set of instructions to program a programmable toy on screen (Scratch) and on the floor (Bee-Bot).

I can recognise that many everyday devices respond to instructions.

I can make choices when giving instructions to make a programmable toy move.
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I can give instructions to the programmable toy one step at a time to make it move.

I can create simple scripts to make a programmable toy move.
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I can make appropriate choices in exploring effects and changes.
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