



History

"Seaside Holidays in the Past"

1	Exploring and describing the features of seaside holidays.
2	Using photographs to help deduce what seaside holidays were like in the past.
3	Finding out what seaside holidays were like in Victorian Britain.
4	Discovering how, when and why seaside holidays became popular in Victorian Britain.
5	Explore seaside holidays within living memory.
6	Identifying similarities and differences between seaside holidays now and in the past.
Objectives:	<ul style="list-style-type: none"> KS1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life



Geography

"Seas and Coasts"

1	Identifying and locating the five oceans and seven continents of the world.
2	Exploring the human and physical features of beaches in Britain.
3	Identifying the location and features of the seas surrounding the United Kingdom.
4	Using fieldwork skills to find out about a particular beach.
5	Comparing a British beach with a beach in another part of the world.
6	Using compass points to move around a map between seas and oceans.
Objectives:	<ul style="list-style-type: none"> KS1 - name and locate the world's seven continents and five oceans. KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. KS1 - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage KS1 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map KS1 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment



Science

"Seaside Objects"

1	Identifying a range of different materials and a variety of seaside objects made from each different material.
2	Exploring, identifying and describing a variety of seaside objects made from wood.
3	Exploring rock and its properties.
4	Exploring plastic and how it can be used in a variety of ways depending on its purpose.
5	Consolidating understanding of a variety of seaside objects, and their properties and uses.
Objectives:	<ul style="list-style-type: none"> Year 1 - asking simple questions and recognising that they can be answered in different ways Year 1 - observing closely, using simple equipment Year 1 - performing simple tests Year 1 - identifying and classifying Year 1 - using their observations and ideas to suggest answers to questions Year 1 - gathering and recording data to help in answering questions Year 1 - distinguish between an object and the material from which it is made Year 1 - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Year 1 - describe the simple physical properties of a variety of everyday materials



DT

"Seaside Snacks"

1	Identifying different savoury foods and following instructions to make a savoury snack.
2	Identifying a variety of fruits and vegetables before using these to make edible boats.
3	Learning about the health benefits of a variety of fruits before using fruits to make edible seaside sculptures.
4	Exploring seaside animals and using cake decorating to make seaside animal cakes.
5	Learning why staying hydrated is important before designing and making a healthy ice lolly or frozen drink.
6	Designing a healthy seaside picnic.
Objectives:	<ul style="list-style-type: none"> KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics KS1 - evaluate their ideas and products against design criteria KS1 - use the basic principles of a healthy and varied diet to prepare dishes

Sun, Sea and Sand

Teacher's Topic Planner

Maths

Computing

Art

English

Science

"Seaside Objects"

PlanBee 

History

PlanBee 

"Seaside Holidays in the Past"

Geography

PlanBee 

"Seas and Coasts"

RE

DT

"Seaside Snacks"

PlanBee 

Languages

Music

Teacher's notes:



History

"Seaside Holidays in the Past"



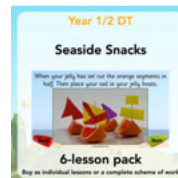
Science

"Seaside Objects"



Geography

"Seas and Coasts"



DT

"Seaside Snacks"

Seaside Holidays in the Past : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify features of a seaside holiday.	Children will explore the features of seaside holidays using photographs as a prompt. They will identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday today. Children reinforce their understanding of the features of seaside holidays in their independent activities, which include sorting pictures, writing postcards and re-enacting seaside scenes.	<ul style="list-style-type: none"> Do children know in which parts of the year key holidays take place? Can children identify features associated with seaside holidays? Can children discuss activities that people might do at the seaside? 	<ul style="list-style-type: none"> Slides Sorting Cards Blank Sorting Cards Picture Cards Word Bank Worksheet 1A/1B/1C Seaside Scenes Challenge Sheet (FSD? activity only)
Lesson 2	To use sources to find out about seaside holidays in the past.	This lesson begins with children finding out about how sources can help us find out about the past. After placing the Victorian era on a timeline, children will then look at photographs from this time period, and discuss what they can see, and what this tells us about Victorian seaside holidays. Children continue this careful observation of sources in their independent activities.	<ul style="list-style-type: none"> Do children understand what a source is? Do children know when the Victorian era was? Can children use pictures to find out about seaside holidays in the past? 	<ul style="list-style-type: none"> Slides See, Think, Wonder Sheets Word Bank Picture Cards (FSD? activity only) Discussion Cards (FSD? activity only)
Lesson 3	To explore what a Victorian seaside holiday was like.	In this lesson, children will learn more about the different activities that Victorians took part in during their seaside visits. In their independent activities, they will imagine that they are living in the Victorian era, and plan a day trip to the seaside, listing and explaining all of the activities they want to do.	<ul style="list-style-type: none"> Do children know some of the typical activities a Victorian seaside holiday could involve? Can children describe some of these activities? Can children express their opinions on, and preferences for, these activities? 	<ul style="list-style-type: none"> Slides Information Cards Seaside Day Trip Plan 3A/3B/3C Match Three Game Sheets (FSD? activity only)
Lesson 4	To find out when and how seaside holidays became popular.	Children will learn that seaside holidays have not always been popular. They will discover that it was the invention of the steam train in the Victorian era that meant people could travel to the coast quickly and cheaply. Children will demonstrate their knowledge and understanding of this in their independent activities.	<ul style="list-style-type: none"> Do children know why seaside holidays used to only be affordable for wealthy people? Can children explain why doctors advised people to go to the seaside? Can children give reasons why seaside holidays became more popular in the 19th century? 	<ul style="list-style-type: none"> Slides True or False? Cards Worksheet 4A/4B Discussion Cards (FSD? activity only) Picture Cards (FSD? activity only)
Lesson 5	To explore seaside holidays within living memory.	In this lesson, children will explore the difference between beyond living memory and within living memory. During the teaching input, focus is on seaside holidays in the 1950s. Children will watch films of seaside holidays from that era, and discuss what they have learnt from these sources. In the alternative activity provided, children conduct a survey amongst their parents and grandparents to find out about their childhood experiences of seaside holidays.	<ul style="list-style-type: none"> Do children understand what 'within living memory' and 'beyond living memory' mean? Can children identify features of seaside holidays in the 1950s? Can children ask and answer questions to further their understanding of seaside holidays within living memory? 	<ul style="list-style-type: none"> Slides Evidence Cards Worksheet 5A/5B Survey Sheet (FSD? activity only)
Lesson 6	To compare seaside holidays in the past with seaside holidays now.	Children will explore some of the ways in which seaside holidays in the Victorian era were both similar to and different from seaside holidays today. They will consider aspects such as travel and entertainment. In their independent activities, children will compare and contrast photographs from then and now. In the alternative activity, children use a Venn diagram to organise statements that refer to Victorian seaside holidays, seaside holidays today, or both.	<ul style="list-style-type: none"> Can children identify ways in which holidays in the past and holidays today are similar? Can children identify ways in which holidays in the past and holidays today are different? Can children share and explain their ideas and opinions? 	<ul style="list-style-type: none"> Slides Victorian Seaside Scenes Seaside Scenes Today Compare and Contrast Sheet Statement Cards (FSD? activity only) Venn Diagram Sheet (FSD? activity only)

Seaside Holidays in the Past : History : Year 1/2

KS1 Aims and Objectives:

Objective

- events beyond living memory that are significant nationally or globally

Aims

- use common words and phrases relating to the passing of time
- use a wide vocabulary of everyday historical terms
- develop an awareness of people, events and changes of the past
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- ask and answer historical questions, using stories and other sources to show knowledge and understanding
- understand some of the ways in which we find out about the past
- identify different ways in which the past is represented

Vocabulary

seaside, beach, coast, summer, holidays, modern, now, the past, Victorian, Queen Victoria, Georgian era, King George III, century, sources, historian, promenade, pier, beach hut, bathing machine, parasol, Punch and Judy, horse and carriage, stagecoach, steam engine, steam train, carriage, railway, bank holiday, annual leave, coach, caravan, B&B, fish and chips, ice cream, stick of rock, candy floss, cockles, whelks, jellied eels, amusement arcade, funfair

Teacher notes

Seaside Objects : Science : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify a variety of common materials.	Children will learn what different materials are. They will name seaside objects while thinking about the material they are made from and their properties. The children will be encouraged to group the objects in a variety of ways	<ul style="list-style-type: none"> • Do children know what a material is? • Can children identify a variety of common materials? • Can children describe what different materials feel like? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A • Materials Cards • Description Cards • Picture Cards (FSD? activity only) • Labels Cards (FSD? activity only)
Lesson 2	To explore wooden objects and their properties.	Children will explore and describe the material wood and identify different things it is used for. They will develop their scientific thinking skills when asking and answering questions about wooden seaside objects.	<ul style="list-style-type: none"> • Can children identify a variety of common materials? • Can children describe the material wood? • Can children talk about the properties of wood relating to its purpose? 	<ul style="list-style-type: none"> • Slides • Picture Cards 2A/2B/2C • Information Sheet 2A/2B/2C • Making Cards (FSD? activity only) • Investigation Cards (FSD? activity only)
Lesson 3	To explore rock, its forms and its properties.	Children will identify some common forms of rock as well as thinking about where they have seen it in its natural form. They will look closely at rocks when sorting and describing them. The alternative activity sees the children investigating sand, comparing how it feels and changes when water is added to it.	<ul style="list-style-type: none"> • Can children identify a variety of common materials? • Can children describe the material rock? • Can children talk about the properties of rock relating to its purpose? 	<ul style="list-style-type: none"> • Slides • Sorting Cards • Blank Sorting Cards • Worksheet 3A • Description Cards • Word Bank • Investigation Sheet 3A/3B (FSD? activity only)
Lesson 4	To explore plastic and how it can be used depending on its properties.	Explore plastic and the many different forms and purposes it has with your class. Your children will begin by identifying and describing some common seaside objects that have different properties. They will be encouraged to think carefully about why a product's purpose affects the properties the material needs.	<ul style="list-style-type: none"> • Can children identify a variety of common materials? • Can children describe the material plastic? • Can children talk about the properties of plastic relating to its purpose? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Sorting Cards • Blank Sorting Cards
Lesson 5	To recap what we have learnt about seaside materials.	Recap everything that you have learnt about seaside materials, by encouraging your class to think about the purpose and properties of different objects. Your class can identify objects being described or they can be challenged to make one of two seaside objects, thinking carefully about the materials they should use. This final lesson ends with an end of unit quiz.	<ul style="list-style-type: none"> • Can children identify a variety of common materials? • Can children describe a variety of materials? • Can children explain the purpose of an object? 	<ul style="list-style-type: none"> • Slides • Picture Board A/B • Crossword Sheet • Challenge Cards A/B (FSD? activity only)

Seas and Coasts : Geography : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To locate and identify oceans and continents.	Children will name and locate the five oceans and seven continents on a world map. They will also have the opportunity to locate some seas and countries. The children will be challenged to match the location characters have visited to their place on a map and find out about each place.	<ul style="list-style-type: none"> • Can children name and locate the five oceans? • Can children name and locate the seven continents? • Can children get information from different sources? 	<ul style="list-style-type: none"> • Slides • Map Sheet 1A/1B/1C • Character Cards 1A/1B • Worksheet 1A • Island Cards 1A • Location Pack 1A/1B/1C (FSD...? activity only) • Photo Sheet 1A/1B/1C (FSD...? activity only) • Flag Sheet 1A/1B/1C (FSD...? activity only)
Lesson 2	To find out about British beaches.	Children will find out about the United Kingdom, the countries that it includes and its geographical location in the world. They will then talk about pictured British beaches, naming and locating human and physical features they can see.	<ul style="list-style-type: none"> • Can children identify physical features? • Can children identify human features? • Can children explain what the seaside is like? 	<ul style="list-style-type: none"> • Slides • Word Bank 2A/2B • Worksheet 2A/2B/2C • Visit Sheet (FSD...? activity only) • Picture Cards 2A/2B (FSD...? activity only) • Vocabulary Cards (FSD...? activity only) • Hastings Video (FSD...? activity only)
Lesson 3	To find out about British seas.	Children will discuss what an island is and think about what being an island means for the UK. They will use a compass rose to locate the seas around the UK, before finding out about some of the human activities that take place in them.	<ul style="list-style-type: none"> • Can children identify physical and human features? • Can children explain what they can see? • Can children compare photos? 	<ul style="list-style-type: none"> • Slides • Picture Cards 3A/3B/3C • Question Cards 3A • Case Study Sheets (FSD...? activity only)
Lesson 4	To use fieldwork skills to find out about a place.	Children will look closely at a place, asking questions to find out more about it. They will put their fieldwork skills into practice when they visit a local area, or create tourist information documents for a beach of their choice.	<ul style="list-style-type: none"> • Can children use observational skills to answer questions? • Can children ask questions about a place? • Can children share what they have learned? 	<ul style="list-style-type: none"> • Slides • Case Study A/B/C/D/E/F • Worksheet 4A/4B/4C/4D • UK Maps 4A • Explorer Sheet 4A/4B (FSD...? activity only)
Lesson 5	To compare a British beach with one from another country.	Children will compare British and non-British beaches. They will identify and discuss the different human and physical features of each beach. They will be challenged to work out if the beach is British and explain their reasoning. They will have the opportunity to say which beach they would prefer to visit and explain why.	<ul style="list-style-type: none"> • Can children compare two pictures? • Can children identify features of beaches? • Can children use observational skills to answer questions? 	<ul style="list-style-type: none"> • Slides • Slide Picture Cards • Picture Cards 5A/5B/5C • Worksheet 5A/5B/5C • Information Cards A • Beach Cards (FSD...? activity only) • Beach Answer Sheets (FSD...? activity only)
Lesson 6	To use compass points to move around a map.	Children will travel around the UK and the world using compass points. They will visit different coastal locations and think carefully about the route they took to get there. The children will be encouraged to use the language north, south, east and west. The lesson concluded with an End of Unit Quiz.	<ul style="list-style-type: none"> • Can children use directional language? • Do children know what they four points of a compass are? • Can children describe how to get from one place to another using compass points? 	<ul style="list-style-type: none"> • Slides • Map Cards 6A/6B • Map Sheet 6A/6B • Route Instructions 6A • Map Sheet 6B (FSD...? activity only) • Character Cards 6A/6B (FSD...? activity only) • End of Unit Quiz (Plenary only)

Seaside Snacks : DT : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To follow instructions to make sandwiches	Identify and name a variety of foods before making seaside sandwiches. Your class will use a range of tools and methods when making their savoury snacks, including rolling and cutting.	<ul style="list-style-type: none"> Can children select appropriate ingredients? Can children effectively and safely use tools? Can children talk about what they have made? 	<ul style="list-style-type: none"> Slides Challenge Cards A/B/C Design Sheet (FSD...? activity only) Design Card (FSD...? activity only) Bread, fillings Knives, skewers, rolling pin Tortilla wraps, toppings (FSD...? activity only) Teacher Notes
Lesson 2	To make edible boats	Name and describe a variety of vegetables and fruit. Children will describe the shape of different boats before making their own savoury boats using vegetables or sweet boats using fruit.	<ul style="list-style-type: none"> Can children name different foods? Can children select a variety of ingredients? Can children manipulate materials? 	<ul style="list-style-type: none"> Slides Sweet Potato Instructions Courgette Instructions Pepper Instructions Sweet potatoes, courgette, bell peppers, cocktail sticks Fillings: cooked meat, vegetables, cheese Jelly Instructions (FSD...? activity only) Picture Cards (FSD...? activity only) Jelly, oranges, cocktail sticks (FSD...? activity only) Teacher Notes
Lesson 3	To make fruit sculptures	Taste and describe a variety of fruits, while thinking about their shape and colour. Children will follow instructions to make sculptures or seaside scenes out of fruit.	<ul style="list-style-type: none"> Can children name and describe a variety of fruits? Can children manipulate and shape fruits into animals and pictures? Do children know why they should eat fruit? 	<ul style="list-style-type: none"> Slides Challenge Cards A/B/C Kiwi fruit, grapes, apples, satsumas, bananas, knives Picture Cards (FSD...? activity only) Worksheet 3A (FSD...? activity only) Variety of fruit, knives (FSD...? activity only) Teacher Notes
Lesson 4	To make edible cake decorations	Develop fine motor skills while decorating cakes. Children will follow instructions to create a seaside themed cake topper. They will focus on assembling a variety of ingredients to create creatures or scenes.	<ul style="list-style-type: none"> Can children join items together? Can children arrange items to make an animal or a picture? Can children talk about their work? 	<ul style="list-style-type: none"> Slides Instruction Card A/B/C/D Teacher Notes Cupcakes and ingredients listed on Instruction Cards Worksheet 4A (FSD...? activity only) Inspiration Cards (FSD...? activity only) Rice crispy squares and decorations (FSD...? activity only) Worksheet 4B (Plenary only) Teacher Notes
Lesson 5	To create frozen seaside snacks	Think about how to keep hydrated as you make refreshing frozen fruity snacks. Your class will create healthier alternatives to ice-lollies and soft drinks when they use fresh fruit to make their frozen snacks. They will have the opportunity to combine fruits and flavours of their choice when making their frozen drinks.	<ul style="list-style-type: none"> Do children know what ice is made from? Can children combine ingredients? Can children reflect on their learning? 	<ul style="list-style-type: none"> Slides Instruction Cards A/B/C Strawberries, yogurt, honey, bananas, whole milk, peaches, kiwi fruits, blueberries, grape juice, lolly moulds Worksheet 6A (FSD...? activity only) Instruction Cards D (FSD...? activity only) Fruit, ice, honey, blender (FSD...? activity only) Teacher Notes
Lesson 6	To design a seaside picnic	Your class will apply all they have learnt about seaside snacks when creating a balanced picnic. They will use a balanced plate to check how healthy their picnics are and if they can be improved at all.	<ul style="list-style-type: none"> Do children know what a balanced meal is? Can children select ingredients to make a balanced picnic? Can children reflect on their learning? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Food Picture Cards Balanced Plate Sheet Character Cards A/B/C (FSD...? activity only) Worksheet 6D (FSD...? activity only)