

Seaside Topic

Year 1

Creative ideas to support
your thinking, planning
and knowledge

Rachel Jacobs



“Oh, I do like to be beside the seaside”

This document is part of a set of FREE topic based resources that I have produced in response to requests for creative ideas to support teachers' delivery of topics.

For a general introduction to our planning materials and how to use them, please refer to our General Introduction document that can be found in the [Resource Hub](#) at leadingchildren.com

Whether you are dipping in and out for the odd idea here and there, or using the whole document, our materials are there to support your thinking, planning and knowledge.

You will find a spider diagram that outlines my initial thinking in terms of what could be covered by the topic. I have then selected a few areas of potential study to plan in detail. For this topic, I have focussed on:

- **Seasides Then and Now**
- **The Sea and its' Creatures**
- **Pirates**

It is imperative, even when we teach very young children, that we have a plethora of knowledge and resource to share with them, so I have included some essential background information and key vocabulary on the topic.

There are then ideas and suggestions for enhanced provision (indoor and outdoor) that can either be added to continuous provision, or used as separate activities.

Numerous Talking/Reading/Writing opportunities have also been included.

It is not intended that this document is printed. We suggest you cut and paste any of the ideas you like into your own planning.

Contents

Brainstorm of Topic Areas	3
Teacher Knowledge & Background Information	5
Vocabulary and Definitions	11
Indoor Classroom Plan for Enhanced Provision	16
Outdoor Classroom Plan for Enhanced Provision	25
Talk, Reading & Writing Ideas	29
Potential Curriculum Coverage	41

Rachel Jacobs
Education Consultant
Leading Children Ltd



www.leadingchildren.com



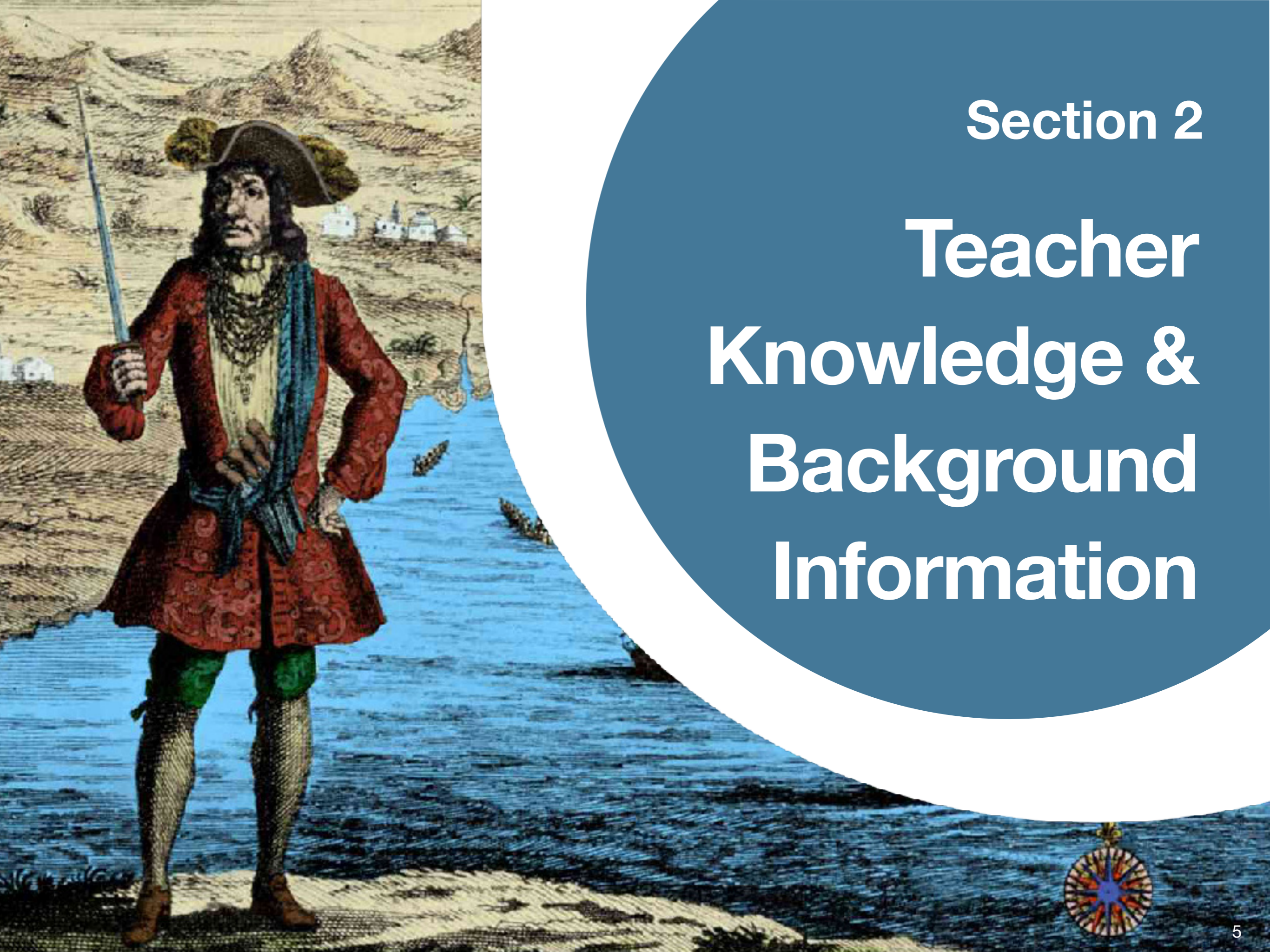


Section 1

Brainstorm of Topic Areas

Brainstorm of Topics Areas





Section 2

Teacher Knowledge & Background Information

Seaside Knowledge

Use this section to boost your knowledge about the Seaside.

You will find information, lists and links to photographs, children's books, pieces of music and postcards.

These are the sorts of images and talking points I would be introducing to children:

- Photographs of people at the seaside – now and in the past - see [here](#)
- Piers and Promenades, Fun Fairs, Amusements, Carousels
- Donkey Rides
- People swimming in the sea
- Bathing costumes and how they have changed (for children!)
- Shells, crabs and other things you might see at the beach
- Sand Dunes
- Bathing Machines

In this section, you will find brief background information on the following areas:

- The First Seaside Resort - Scarborough
- Seaside Food and Drink
- Punch and Judy
- Lighthouses
- Lifeboats & Lifeguards
- Grace Darling
- Bathing Machines
- Pirates
- Music Depicting the Sea



The First Seaside Resort

Scarborough was the first seaside resort in Britain.

In 1626, Elizabeth Farrar discovered mineral waters running down the cliff and into the sea at Scarborough that were said to have 'medicinal powers'

Wealthy visitors came to sample the water, first at the spa and then in the sea, purely for health reasons.

The aristocracy initially went into the sea just to heal their ailments. They thought it would cure anything. Later, they used the sea for pleasure.

Queen Victoria bathed for pleasure. She wrote about it in her diary on July 30, 1847. See [here](#).

The arrival of the railways in 1845 brought hordes of day-trippers and holiday makers. People of all classes could now afford to visit the seaside.

Scarborough then opened up theatres, libraries, hotels etc and turned it into a resort.

Scarborough beach had a variety of Victorian entertainment: musicians, acrobats, pedlars, photographers, ice-cream vendors, donkeys, Punch and Judy shows, fortune tellers, horse racing, boating.

A nice summary about Scarborough can be found on the T&A website [here](#).

Seaside Food & Drink

Interesting Facts:

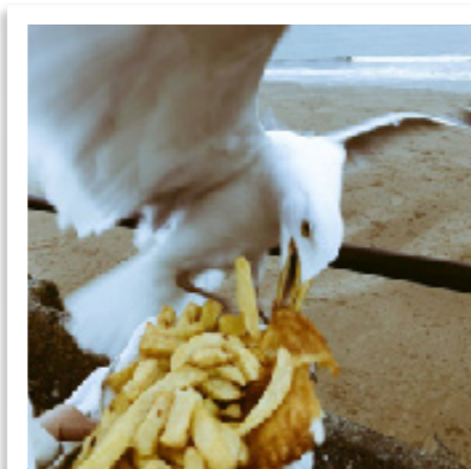
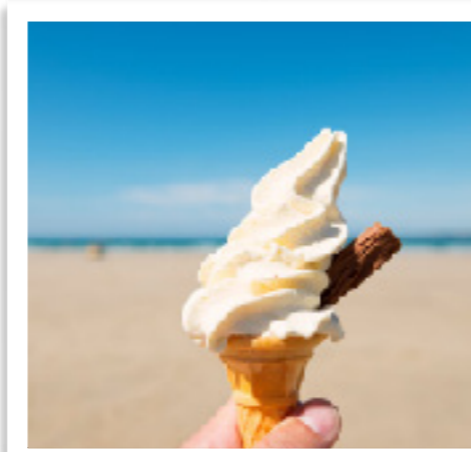
People assume that the **"99" Flake** derives its name from its price, however, this isn't the case. In the 1920's an Italian person (living in the UK) created the idea of putting the Cadbury chocolate in the ice cream, and then used an Italian monarch tradition of having 99 guards to make it memorable. Back then, the cost was much closer to 1p than 99p

Fish and chips have been popular since the 1850's. Up until the 1980's, **fish & chips** were served wrapped in newspaper to save costs, but this was later deemed unhygienic and banned. The Guinness World Record for serving and wrapping five portions of chips is by a man in Cardiff in 40.13 seconds. See [here](#) and [here](#).

The largest **Stick of Rock** ever made weighed 424.5 kg (the same weight as an adult pig) and measuring 4.5m long. Ben Bullock conceived the idea of sticks of Rock whilst holidaying in Blackpool in 1887. See [Here](#)

Randomly, **Candy Floss** (cotton candy) was invented by a dentist, with the help of a confectioner. In 1897 they designed and patented the machine (like the bowls used today) that spin around at a dizzying 3,400 revolutions per minute (RPM). See [here](#).

Donuts were originally called OlyKeoks 'oily cake' in Dutch - doughnuts were balls of cake that were fried in pork fat. Yum!



Punch and Judy

A traditional puppet show from the 1800's that was performed at the seaside in a small booth which can easily be transported.

The characters are all glove puppets.

The story is told by a man who calls himself "The Professor".

Traditionally, Punch was very naughty as he killed the baby and his wife, before being arrested by the policeman!

He has a big stick and hits the other characters with his stick, saying "That's the way to do it!". He speaks in a funny way called a swazzle.. The simple kind of humour used is called "slapstick".

A good thing about Punch and Judy is that it can adapt to the times.

A company put on shows to the troops during the Second World War, with Punch in battledress and a gas mask.

Background Information about Punch and Judy can be found [here](#) and [here](#).



Lighthouses

Before lighthouses, people used to light beacon fires on hilltops to help guide mariners (sailor) safely to their destination.

They then built structures to mark the entrance to a port, and house the fire. The fires changed to the use of oil lamps and reflectors, then electric lights over time.

Lighthouses also use sound signals to audibly warn the ships. Before horns were invented they used cannons and explosives!

A good website to read more about the history of lighthouses is Britannica.

Examples of lighthouses local to Bradford are:

[Whitgift Lighthouse](#)

[Flamborough Head Lighthouse](#)

[Paull Lighthouse](#)

[Spurn Lighthouse](#)

[Withernsea Lighthouse](#)

[Plover Scar Lighthouse](#)

[Hodbarrow Point Lighthouse](#)

[Morecambe Stone Pier Lighthouse](#)

[St Bees Lighthouse.](#)

[Heysham South Pier Lighthouse](#)



Lifeboats & Lifeguards

The Royal National Lifeboat Institution (RNLI) has 238 lifeboat stations around the coasts of the UK. Their lifeboats and voluntary crew provide a 24-hour rescue service.

The RNLI also has seasonal lifeguards keeping people safe across busy beaches.

They have saved over 142,700 lives since 1824.

The main website for RNLI is <https://rnli.org>. In particular visit their Education section - there are many quality resources (and a few to avoid!).



Lifeguards date back to the early 20th century when there were thousands of people drowning. To help them, they tried installing 'Life Lines' but they didn't work.

A Hawaiian man called Duke Kahanamoku invented the Rescue Board in 1925 when he saved 8 men in California.



Grace Darling's Story

Grace Darling was a lighthouse keeper's daughter.

In 1838, she famously helped her father row out to sea in a tiny boat off the coast of Northumberland to help a shipwrecked Paddle Steam Ship called Forfarshire. They saved nine sailors from drowning.

A good video to show is the [BBC Teach film](#).

The RNLI have also produced and a written [Timeline of Events](#) about Grace Darling's story, and a [Topic Pack](#) with 6 lesson plans.

There are quite a few paintings depicting the rescue of Grace herself, which would provide ample stimulus for quality talk.



Bathing Machines

The **bathing machine** was like a beach hut on wheels. It was popular from the 18th century until the early 20th century.

They were roofed and walled wooden carts rolled into the sea, or pulled by horses. They allowed people to change out of their usual clothes, change into swimwear, and wade in the ocean at beaches.



They were used as part of the etiquette for sea-bathing so that men and women could behave “respectably”.

Back in those days, bathing suits (although extremely modest by today’s standards) were not considered proper clothing in which to be seen in public, so Bathing machines allowed ladies to get changed and lowered into the water without been seen by the public.

Queen Victoria used a bathing machine. She wrote about it in her diary on July 30, 1847. See [here](#).

Pirates

A great book to study as a core book about Pirates is “Meet the Pirates” by James Davies.

If you want to study a pirate in detail, Black Bart (Bartholomew Roberts) is a good one in that his second in command was from Whitby.

Black Bart was born in 1682 in Pembrokeshire, Wales. He was thought to have gone out to sea as early as 13 years old.

He was serving on a British slave ship “Princess” between London and West Africa. The ship was captured by Welsh pirate Howell David (also from Pembrokeshire) and it is believed that John was forced to join the crew aboard the Royal Rover. It is said he quickly realised the pirate life was an ideal opportunity for him. At this time he changed his name to Bartholomew Roberts as an alias to help avoid potential capture by authorities - a common Pirate Practice.

Whether due to his keen navigation skills or Welsh connection, Bart quickly became one of Davids’ favourites. It is believed they often conversed in their native tongue, allowing them to discuss things the rest of the crew were unable to comprehend. However, Davis was killed shortly after in an ambush by the Portuguese on the Isle of Princes.

The crew elected Bart as their captain and his first job was to destroy the Fort in which Davis had been ambushed on the Isle of Princes. Bart decided to not follow the Portuguese men into the nearest Town, and instead fled after torching a few of their ships. The first of his over 400



'prizes' taken as Captain - credited as the most in Pirate history, during the Pirate Golden Age.

From there, Bart and his crew embarked on a mission to South America aboard the Royal Rover to make their fortune. Off the coast of Brazil they found a Portuguese treasure fleet gearing up to sail home. Over 42 ships were in the bay, including at least 2 huge Man-O-War warships. Bart showed his cunning as he nonchalantly sailed into the bay as if part of the convoy without anyone noticing. He managed to take one of the smaller ships and in return for the safety of the Portuguese ship and crew, Bart had the ships captain point to the wealthiest ship in the merchant fleet. Before word could spread, Bart and his crew quickly overpowered the ship, taking 40,000 Portuguese Gold coins, precious jewel's and other valuables.

At one time, they spotted a Brig, so Bart took 40 men onboard the smallest but fastest ship they had in search of more plunder. They were unable to catch up to the Brig due to poor weather conditions and lack of supplies for a long voyage. They turned around to rejoin the fleet, however, Bart's subordinate, William Kennedy, had taken the captured Portuguese ship and the Royal Rover along with most of the men and sailed away with the treasure from Brazil. This caused Bart to write his own version of the Pirate Code.

His Pirate Code was a list of rules. Bart sought an ironic professional form of piracy, exemplified by the code's insistence on, 'pistols being kept clean and fit for service', and to assist a good night's sleep, 'lights and candles to be put out by eight o'clock'.



The code is a mix of the paradoxically circumspect (all disputes to be 'ended on shore', 'no game at cards or dice for money'), the uncompromising and grave (theft was punishable by 'slitting the ears and nose of the guilty'), followed by 'setting him on shore where he is sure to encounter hardships), and a surprising concern for musicians to be granted a weekly day of rest ('but the other six days, none with special favour'). See his full pirate code here.

Bart proceeded to attack ships around the Caribbean and evade Pirate Hunters. Bart was said to be against fighting on the Sabbath, and didn't drink.

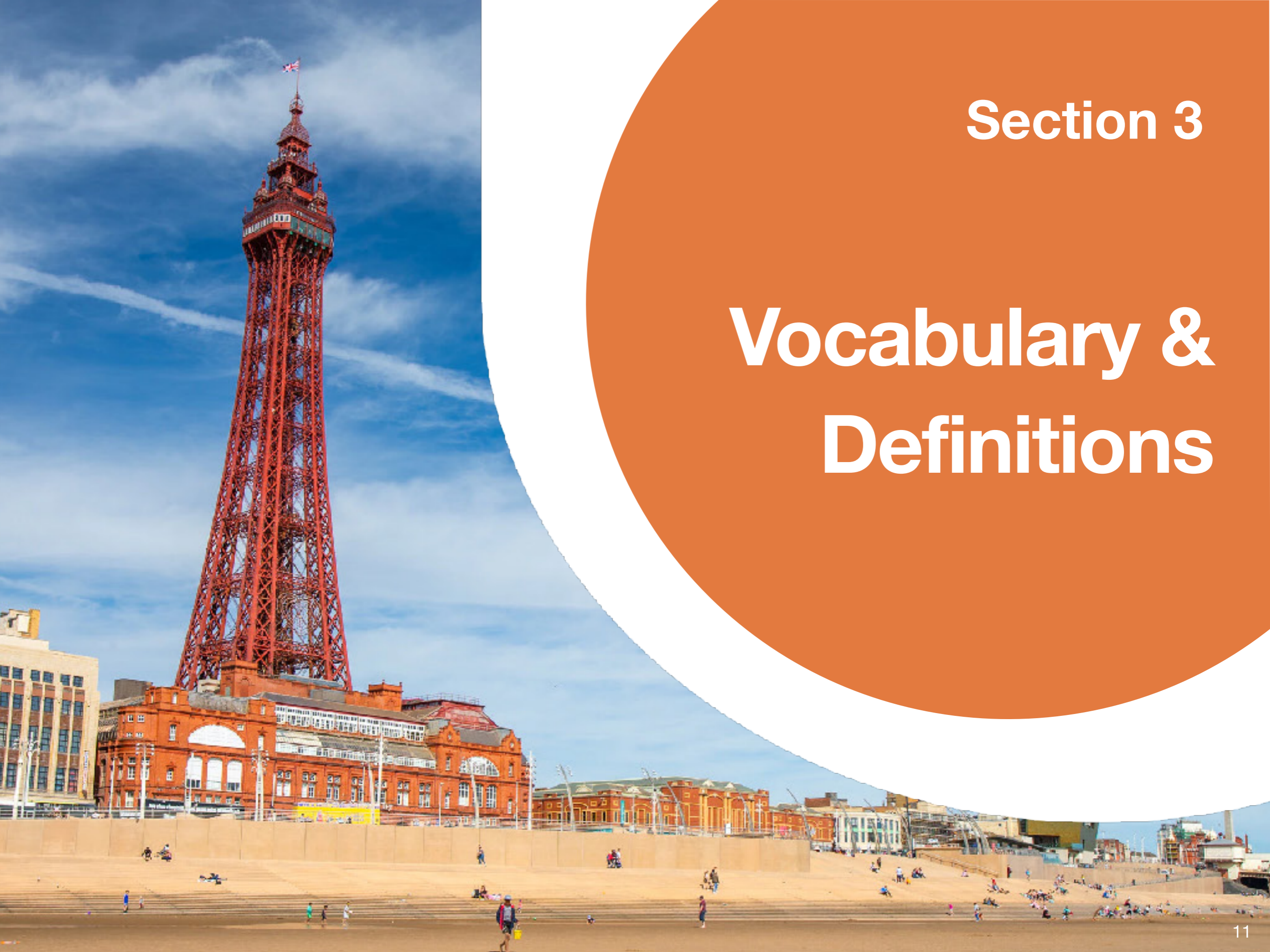
Pirate Job Roles

- **Captain** - The head honcho on the ship! He had his own cabin and was usually the one steering or charting where the ship was going
- **Quartermaster** - The second in command
- **Sailing master** - The person in charge of sailing the ship
- **Boatswain** - In charge of maintenance and supplies
- **Surgeon/Carpenter** - Often the same person
- **Master Gunner** - The person in charge of weapons aboard the pirate ship

Music Depicting the Sea

These pieces of music could be a good talking point or used as background music for inspiration. If searching for your own music, think of the rise and fall of waves, sails unfurling etc, moody waters, relaxing seas, pirate adventures etc...

- Aram Khachaturian (Soviet Composer 1903-1978) - Adagio from "Spartacus". See [here](#). This music was the theme tune for an old TV series about shipping called the Onedin Line - see [here](#)
- Felix Mendelssohn - Hebrides Overture (Fingal's Cave). See [here](#)
- Saint-Saens Carnival of the Animals - Aquarium. See [here](#)
- Epic Pirate Music - see [here](#)
- "I Do Like to Be Beside the Seaside" was composed at a time (1907) when the yearly visits of the British working-class people to the seaside were booming. See [here](#) for the music being played by the organist at Blackpool Tower in 1926, along with videos of people visiting Blackpool seaside at the time.



Section 3

Vocabulary & Definitions

Young children can apparently learn up to approximately 20 new words per day, so it is imperative, especially for those who have such a limited vocabulary, to learn lots of new provision and topic words as they arise.

It is therefore important for you to use these words in conversation and through using books, experiences and images as you work with them.

Now if you are a little bit like me, I usually have a very good knowledge of many words, but for some, I have only an inkling as to their definition.

Children need us to have crisp definitions for words so they can understand them quickly.

Below, we have offered definitions for words we think you might need a crisp definition for, though of course, we know you know what they mean!

Though many words have many different meanings, we have used the definition, in this section, that links closest to the topic/theme.

Shell & Sea Creature Words

Children need to be shown pictures or film footage of these creatures. The list is simply there to help you to look for the common sea creatures that typically live on or off British shores.

This [link](#) has some beautiful images of shells and this [link](#) shows 9 marine species to spot around the UK

Basking Sharks	Jellyfish	Sea lion
Black Mussel Shell	Limpet	Sea slug
Bottlenose Dolphins	Lobster	Sea Urchin
Crab	Orca	Seaweed
Dolphin	Puffin	Skomer
Fish	Razor Shell	Spider Conch Shell
Harbour Porpoises	Sand Dollar	Starfish
Humpback Whales	Sea Horse	

Bathing Machine Words

Haul	pull or drag with effort or force
Modesty	behaviour, manner, or appearance intended to avoid impropriety or indecency, in this case, to cover up the body and keep it private from other people
Rolled	move in a particular direction by (wheels)turning over and over on an axis
Scarborough	the seaside town that bathing machines were first introduced to in the North of England
Segregation	setting someone or something apart from others
Shilling	a former British coin and monetary unit equal to one twentieth of a pound or twelve pence
Taking the Waters	to wash yourself in or drink special water that is thought to make you healthy
Victorian	relating to the reign or time of Queen Victoria
Bathing suits, Horse drawn box, Carts , Flag, Wooden	we know you don't need a definition for these words, but children might not know them. These are all things they could experience in school with you, or maybe they could see photographs if they can't use or experience them

Amusements	the provision or enjoyment of entertainment. At the seaside, this usually includes electronic games, slot machines, rides, shops selling gifts and food such as candy floss and is open during the day and night time
Beach	a strip of land covered with sand, shingle, or small stones at the edge of a body of water, especially by the sea between high- and low-water marks
Beach hut	a simple single-storey structure on or next to a beach, especially one used for privacy or shelter while visiting the beach during the day.
Breakers	a heavy sea wave that breaks into white foam on the shore
Cliff	a steep rock face, especially at the edge of the sea
Coast / Coastline	the part of the land adjoining or near the sea / the land along a coast
Crab	a crustacean, found chiefly on seashores, with a broad body, stalked eyes, and five pairs of legs, the first pair of which are modified as pincers
Dune	a mound or ridge of sand formed by the wind, especially on the sea coast or in a desert
Lifeguards	an expert swimmer employed to rescue bathers who get into difficulty at a beach
Maritime	connected with the sea, especially in relation to seaborne trade or naval matters.
Pier	a platform on pillars projecting from the shore into the sea, typically incorporating entertainment arcades and places to eat
Promenade	a paved public walk, typically one along the seafront at a resort
Rockpool	a pool of water among rocks, typically along a shoreline
Seagulls	A popular name for a bird that lives and feeds by the sea
Seaweed	large algae growing in the sea or on rocks below the high-water mark
Shore / Shoreline	the land along the edge of a sea, lake, or other large body of water
Spray	liquid (seawater) that is blown or driven through the air in the form of tiny drops by the wind
Swimming / Floating	the sport or activity of propelling oneself through water using the limbs./ suspended in water or air (Suspended – to hang something from somewhere)
Tide	the alternate rising and falling of the sea, usually twice in each lunar day at a particular place, due to the attraction of the moon and sun
Wading / Paddling	walk with effort through water / move through the water in a boat using a paddle or paddles
Waves	a long body of water curling into an arched form and breaking on the shore
Deckchair, Sunbathing, Ice cream, Buckets and Spades, Sandcastle, Shells	we know you don't need a definition for these words, but children might not know them. These are all things they could experience in school with you, or maybe they could see photographs if they can't use or experience them

Anchor	a heavy object attached to a cable or chain and used to moor a ship to the sea bottom, typically having a metal shank with a pair of curved, barbed flukes at one end
British Man-o-War/ Frigate	an armed sailing ship
Buccaneers	A pirate, originally one operating in the Caribbean / a person who acts in a reckless adventurous and often unscrupulous way
Captain/Crew Quarters	Rooms/lodgings
Cargo	goods carried on a ship or aircraft
Corsairs	A type of pirate or crew member of a privateer, especially one operating along the southern shore of the Mediterranean in the 16th–18th centuries (A Privateer is an armed ship owned and crewed by private individuals holding a government commission and authorized for use in war, especially in the capture of merchant shipping)
Crew	a group of people who work on and operate a ship
Crow's nest	a shelter or platform fixed at the masthead of a vessel as a place for a lookout to stand.
Enemies	a person who is actively opposed or hostile to someone or something
Looting	steal goods from (a place), typically during a war or riot
Mast	a tall upright post, spar, or other structure on a ship or boat, in sailing vessels generally carrying a sailor sails.
Nautical	of or concerning navigation, sailors, or the sea; maritime
Navigation	the process or activity of accurately ascertaining one's position and planning and following a route or the passage of ships
Ocean	a very large expanse of sea, in particular each of the main areas into which the sea is divided geographically
Plundering	steal (goods), typically using force and in a time of disorder
Quarterdeck	the part of a ship's upper deck near the stern, traditionally reserved for officers
Rigging	the system of ropes or chains employed to support a ship's masts (<i>standing rigging</i>) and to control or set the yards and sails
Rudder	a flat piece hinged vertically near the stern of a boat or ship for steering
Scallywags	a person, typically a child, who behaves badly but in an amusingly mischievous rather than harmful way; a rascal
Set sail	hoist the sails of a boat
Spanish Galleon	a sailing ship in use (especially by Spain) from the 15th to the 18th centuries, originally as a warship, later for trade. Galleons were typically square-rigged and had three or more decks and masts
Swashbuckling	engaging in a daring and romantic adventure with bravados or flamboyance / steal (goods), typically using force and in a time of disorder
Trade Routes	a long-distance route along which commercial goods are transported.

Buoyant	able or tending to keep afloat or rise to the top of water, or other liquid or gas
Capsize	an overturned boat in water
Casualties	persons killed or injured in a war or accident
Courage / Courageous	the ability to do something that frightens one; bravery/ not deterred by danger or pain; brave
Crew	a group of people who work on and operate a ship
Disaster	a sudden accident or a natural catastrophe that causes great damage or loss of life
Emergency	a serious, unexpected, and often dangerous situation requiring immediate action
Fundraising	the seeking of financial support for a charity, cause
Harbour	a place on the coast where ships may moor in shelter, especially one protected from rough water by piers, jetties, and other artificial structures.
Hauled	pull or drag with effort or force
Hero / Heroine	a person who is admired for their courage, outstanding achievements, or noble qualities
Launch	set (a boat) in motion by pushing it or allowing it to roll into the water. Lifeboats are launched as quickly as possible so that the crew can help the people who are struggling in or near the water
Life Raft	a raft, usually inflatable, for use in an emergency at sea
Life-jacket	a sleeveless buoyant or inflatable jacket for keeping a person afloat in water.
Lying off...	be situated in a specified position or direction
On board/overboard	situated on a ship/fallen, thrown from a ship into the water
Rescue	save (someone) from a dangerous or difficult situation
RLNI	Royal National Lifeboat Institution
Searchlights	a powerful outdoor electric light with a concentrated beam that can be turned in the required direction. "the lifeboat's searchlight picked out a survivor on the rocks"
Self-righting	(of a boat) designed to right itself when capsized
Storm	a violent disturbance of the atmosphere with strong winds and usually rain, thunder, lightning, or snow
Survivors	a person who survives, especially a person remaining alive after an event in which others have died
Towed	(of a motor vehicle or boat) pull (another vehicle or boat) along with a rope, chain, or tow bar
Vessel	a ship or large boat
Volunteer	a person who freely offers to take part in an enterprise or undertake a task.



Section 4

**Indoor
Classroom Plan
for Enhanced
Provision**

Small World

Create 2 Small World Trays:

1. A Seaside (at the beach) tray
2. A tray showing under the water. This tray can be placed at the side of the beach one, or ideally underneath it on a shelf. This is important for conceptual understanding

Rachel's Notes and Tips:

- Use real sand and water
- Please don't have whales mostly out of water in a shallow tray – they would be dead.
- Use a couple of cheap door stops to lift the tray slightly on one side to keep the water away from the sand as much as possible
- Use a backdrop behind the tray to create atmosphere. Perhaps sand dunes on the beach side and ocean views on the seaside
- Use small shells and pieces of driftwood, rocks and 'seaweed' to complete the picture. We use weighted foliage used in fish tanks as our underwater fauna. Corals and starfish are also useful

LO: Talk, using new vocabulary, Story telling and making, sometimes collaboratively

If a child has never been to the seaside before, this is perhaps one of the best ways of simulating the experience in a classroom.

Activity Progression over the Half-term

Update the Small World Tray - Pirates defending their loot on a beach as soldiers or mutant pirates emerge from the sea.

LO: Talk, using new vocabulary and historical knowledge. Storytelling and making, sometimes collaboratively

- Add features such as Pirate flags matched to the pirates represented
- Use real historic figures such as Blackbeard, Black Bart, William Kidd and some of the famous female pirates such as Grace O'Malley, Anne Bonny or Ching Shih
- Add different types of ships the individual pirates used such as Spanish Galleons, British Man-O-Wars or Chinese Junks
- Have the children speaking words in 'Pirate Parlay' and using proper terms for clothes, parts of ships and other pirate slang:
- Scallywags, captain's quarters, crew, anchor, crow's nest, quarter deck (where the wheel was), the mast, telescope, horizon, quartermaster (the man who apportioned rations), gunners, Tricorn (hat), bandana, Jolly Rodger (pirate flag), "Shiver me timbers", and so on.



Water Area

- Make sure you have a collection of empty bottles and jars in different sizes and shapes for the children to match up to their lids and investigate capacity.
- Have interesting photographs around the area of the sea in different forms – seaside, massive surfer's waves, ships fighting through storms, by a lighthouse, people paddling, under the sea pictures...
- Have some of your sea creatures tangled up in netting, as they might be in the wild. What is happening? Why are fish and other creatures being trapped or injured in nets? What can we do about it?



Activity Progression over the Half-term

- Swap your bottles for items with actual measurements on them in ml. Small jugs, syringes, droppers, plastic test tubes, small medicine containers – anything with relatively small measurements
- Swap your photos to black and white and of historic images of old ships at sea, old sea bathers in different eras, people walking along promenades dressed up and people taking the train to the seaside for the first time.

Sand Area

- Your continuous provision for sand should already include people, shells, driftwood, pebbles, and natural and green foliage for creating a natural scene
- Could you add another box including towelling pieces for towels, homemade wind breaks, deckchairs, Playmobil kettle and accessories?
- Images of sandcastles, people playing on the sand, nomads living on sand, and images of shells and the creatures that inhabit them.

Activity Progression over the Half-term

- Could you add sandcastle buckets and moulds?
- Add shells, flags and pebbles in large quantities to decorate
- Could you add the childrens' 'mini me's' to the play so they can actually be at the beach?



Role Play Area

- Could you have a beach hut?
- Small deckchairs, buckets and spades, blankets and a flask/picnic basket
- Have dressing up clothes including swimming costumes, flippers, rings, flip flops, beach towels etc
- Have lots of images of beach huts on the walls as well as images of people using them to have a picnic
- Have postcards from seascides to read/write
- Have tickets to read/create for rides like rollercoasters and Big Wheels, or donkey rides.
- Have tide timetables, train timetables and bus/train tickets to get to the seaside
- Could you create fish and chips using foam?
- If you have the room/patience to have a few buckets full of sand around the entrance to your beach hut, all the better!

Activity Progression over the Half-term

- If the children are still enjoying the beach hut, leave it.
- Otherwise perhaps a café or ice cream parlour might be a useful change
- You could then offer different types of writing opportunities (menus, price lists, advertisements, waitress/waiter order books, receipts, recipes, reviews)
- You can offer different maths opportunities centred around money (addition/subtraction/difference/10's & units)
- If you have tall plastic Sundae glasses, you could have different coloured sponges to represent chocolate, fruit and cream, buttons for sprinkles etc, and children can make their own recipes according to their customers' preferences.



Writing Area

- Print photographs of people doing different things at the seaside. These make great starting points for conversation
- Create a word bank on sandcastle shaped paper so that children always know where to look for seaside words
- Offer home-made books for children to write their stories and accounts of going to the beach. Again, make them seaside themed, or shaped, such as fish, sandcastle, treasure chest, whale or boat shaped. If children are retelling the story of the Lighthouse Keeper's Lunch, then I would offer lighthouse shaped books
- Make laminated coloured copies of the main characters from your core story and stick them onto lollipop sticks and place in a basket. Encourage children to recall, retell or innovate the core story with them. Perhaps they could make a Punch and Judy Theatre?
- Have a message in a bottle turn up

Activity Progression over the Half-term

- Swap your images for similar ones, but black and white from the past (see our links for images)
- Or add a collection of Pirate images and words, such as, 'swashbuckling' or 'Arrrrgh'
- Have paper ready for children to create ancient maps (tea stained and burned around the edges).
- Have children create non-fiction books about their pirate (real/imagined)
- Or put out pieces of card for children to make their own Top Trumps cards of pirates.

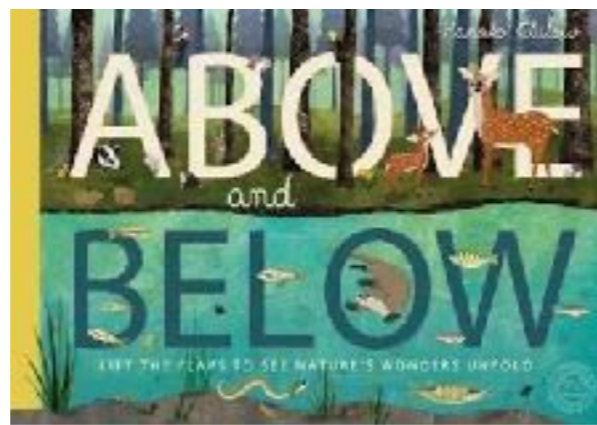
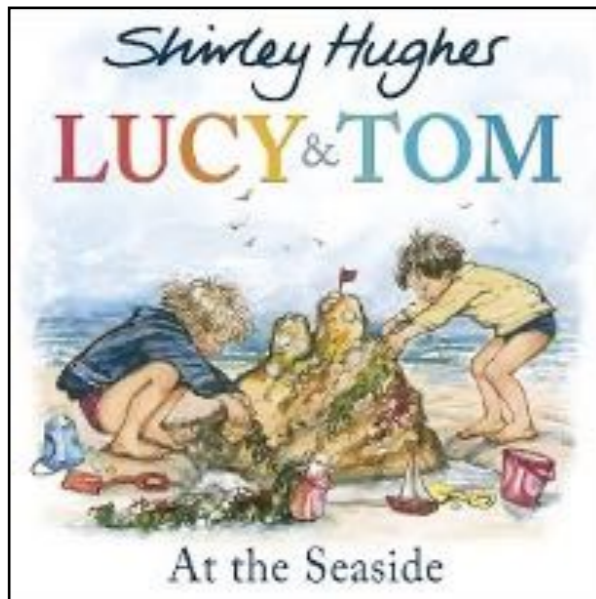
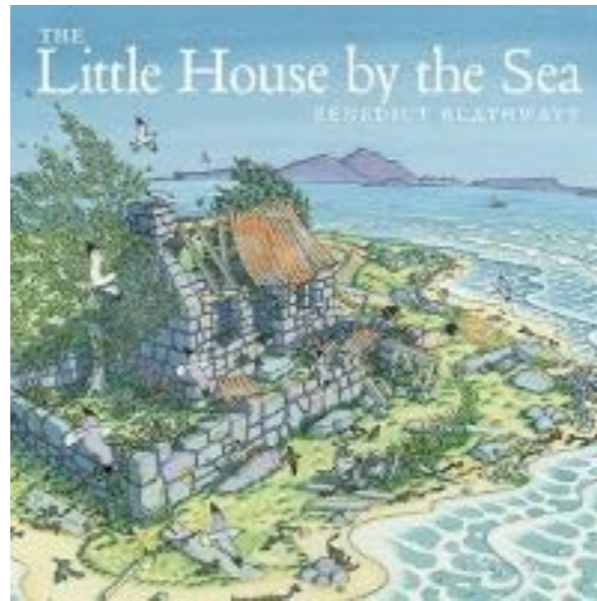
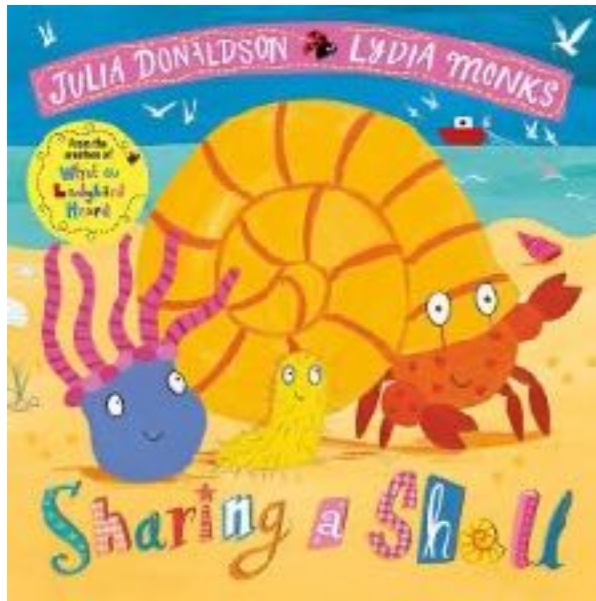
Maths Area

- See our [notes](#) on 'base boards' and general counters
- For this topic, I would want to try to use fish, crabs, turtles?, single and double ice cream cones, an empty boat to put Playmobil people in and out of
- Any seaside/pirate/nautical themed wrapping paper will give you options for making counters. Just cut and laminate individual fish or sea birds to create a set of bespoke counters for your topic.



Book Area

- Topical books, both non-fiction as well as fiction, need to be in your reading area, as well as other areas in the classroom
- Make the area feel like they are reading at the seaside - deckchair, picnic bench, beach towels, sunglasses, hats etc.



Don't Forget...

- As well as reading books, seaside-themed alphabet books, nursery rhymes, tongue twisters and songs are great as well, for example:
 - She sells seashells on the seashore
 - A sailor went to sea sea sea
 - 1,2,3,4,5, once I caught a fish alive
 - Row, row, row your boat
 - The big ship sails on the alley-alley-oh
 - Oh I do like to be beside the seaside
 - The Waves in the Sea (sung to the tune of The Wheels on the Bus):

The waves in the sea go up and down (**make a rolling wave by moving one hand up and down**)

Up and down, up and down,
The waves in the sea go up and down,
All day long

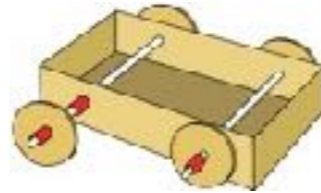
The sharks in the sea go snap, snap, snap (**hold two hands together, joined at the wrist, to form a mouth, snap open and shut**)

The fish in the sea go swish, swish, swish (**swim hands around as fish**)

The crabs in the sea go click, click, click (**click fingers**)

Design Technology Area

- Make sure children have plenty of materials to test boat building with, and time and space to test their vessels in water.
- If they are building a Bathing Machine, they will need to know how to make an axle and fix wheels to it so they can move.
- Using dowling through holes in the sides of the box, fix the wheels using small pieces of plastic tubing that fits snugly over the dowl, either side of the wheel.



Activity Progression over the Half-term

- Could the children create a boat for some Playmobil passengers?
- The boat must be able to float for at least 5 hours
- How will they ensure that it doesn't sink?
- What could it be made of or covered with?



Small Construction Area

- Provocations for making bathing machines, boats, fair rides, lighthouses, piers and so on will steer children towards deeper thinking about ideas thrown up by the topic
- Offer squared paper for designing and evaluating their work



Clay Area

- Shells make beautiful imprints and patterns in clay.
- Sculpting shells from clay is not easy but making the markings on shells in relief is very satisfying.
- Consider making sea creatures from clay



Activity Progression over the Half-term

- If you did a seaside visit, bring back some sand and use it to make Sand Clay (recipe [here](#)).
- The Sand Clay can be used to create a souvenir or or shell/ starfish print.
- Add shells and treasures collected on the beach visit too, to incorporate holiday memories and celebrate the visit.



Art Area

- Interesting photographs and artists impressions of anything topical will provide stimulus and inspiration. So will objects such as quality toy replicas of sea creatures, shells and netting, crab pots or a real anchor...
- Observational drawing, where children are supported by adults to look carefully and scientifically at the object is good for children in many ways. Observation skills, drawing skills, scale, interpretation, pattern, shading...
- Also, make sure children have the chance to do several drafts of the object, using critique from adults and their peers in order to improve. Display their drafts underneath the finished piece to celebrate improvement.



Blocks Area

- Accessories to blocks need to be added such as shells, driftwood, pieces towelling, Playmobil people, miniature picnic items, donkeys for rides etc.
- The children's new knowledge might spur them on to build ships, beach huts, sea machines, trains, trams and 'rides'. If they do, then please have maps, tickets, images and planning sheets ready in this area to support their thinking and planning.

Activity Progression over the Half-term

- Could you set provocations?
 - build a coastline
 - build a beach hut

Music Area

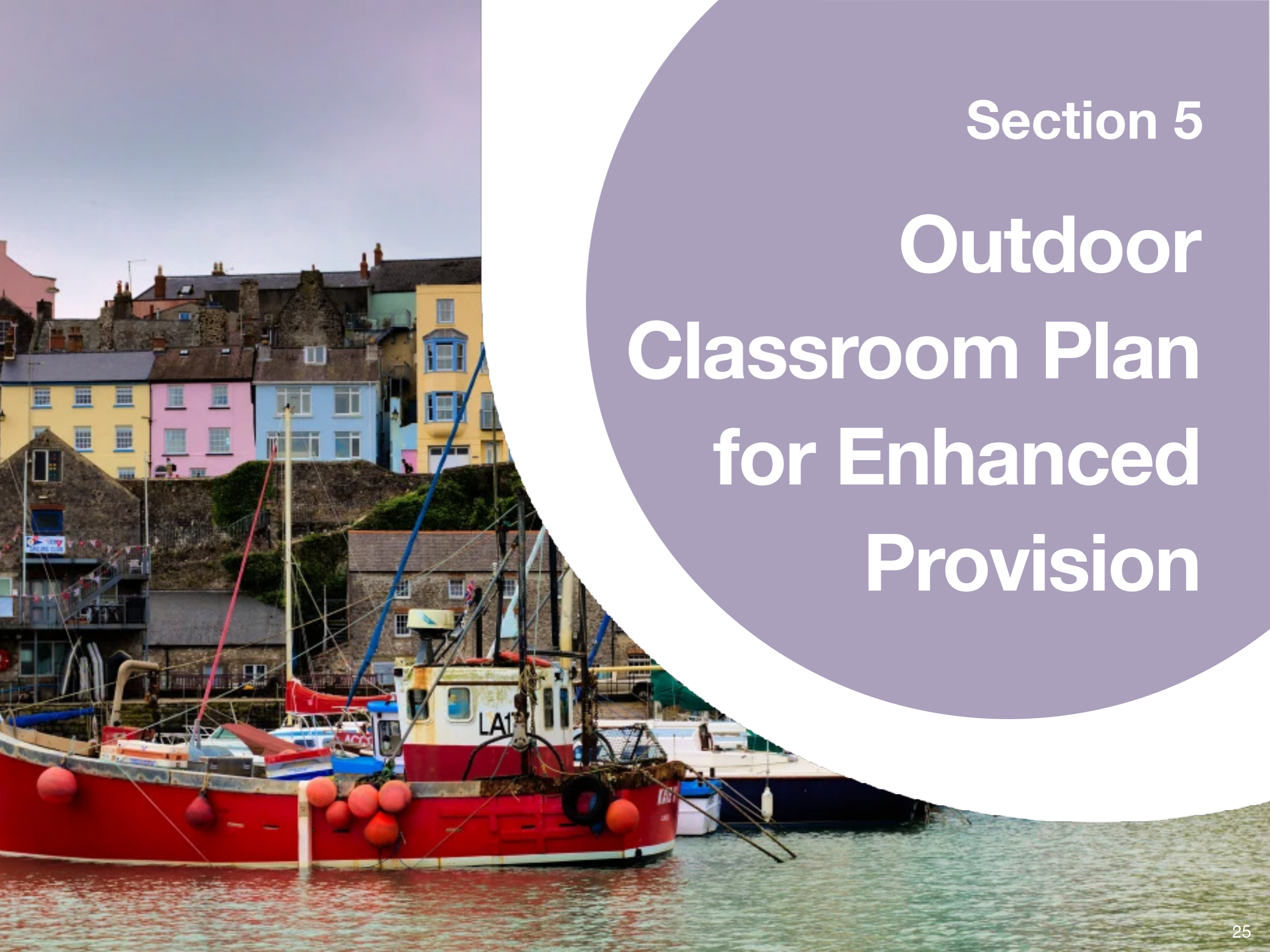
- Listen to excerpts of music which have been written about the sea.
- How does the music reflect the sea in calm or stormy weather?
- Could you compose a piece of music that depicts a storm, that dies down?
- Play The Carnival of the Animals - Aquarium, by French Romantic Composer Camille Saint-Saëns. This could also be used as background music for activities

Activity Progression over the Half-term

- Learn, record, listen to and accompany sea shanties (be careful as many are not appropriate for young children. Here are some 'safe' shanties:
 - The Wellerman - [here](#)
 - The Best Sea Shanties - Compilation [here](#)
 - The Best Sea Shanties - Compilation 2 [here](#)
 - Compilation of sea songs and folk music [here](#)
- This [link](#) takes you to a video of the Wellerman Sea Shanti with dance moves

Section 5

Outdoor Classroom Plan for Enhanced Provision



Small World

- Make pleasure boats that can take Playmobil people on rides around the coast
- Ensure that they are waterproof
- You could make them inside but test them outside
- If a shark turns up there might be a story to be had!

Activity Progression over the Half-term

- Can the children build a harbour or a jetty so that people can get on and off the boats more easily?
- If you have been studying The Mr. Grinling Lighthouse books, perhaps you could build a pulley system to get goods on and off the boat from the jetty?

Water

- General water play shows children a huge amount about how water behaves
- By adding people, boats, fish, weighted foliage and pebbles, you can recreate a beach scenario in the water area
- Can you make small plastic boats move along a gutter by creating waves made by wind? What happens to the boats?
- Explore floating and sinking in salty water

Activity Progression over the Half-term

- Can you make a wave? If you had a big clear box of water, could you find a way of making small and larger waves? What is happening?
- View 4:26 - 7:00 [here](#) to find out more about waves and how they are made
- See [here](#) for 30 fun Ocean Facts

Sand

- Add shells, pebbles, flags and some images to inspire
- Could you have a sandcastle building competition?
- Do you know how sand is made and where it comes from? Mostly it comes from rock particles that travel down the rivers. Rocks like quartz and feldspar rub against one another until they make tiny pebbles and then down to grains of sand. Some of the grains of sand are made from seashells and crustaceans.

Activity Progression over the Half-term

- Dig and categorise (science) (Wood, plastic, glass, metal, water, rock) sort by material, shape, weight, size
- Can you make sand?
- Using a pestle and mortar or just a few large, smooth pebbles, could you grind old or broken shells into something that looks like sand?

Role Play

- A shop, perhaps selling shells or clay souvenirs

Activity Progression over the Half-term

- Ice cream parlour or fish and chips shop?

Games

- Beach games – could you make a net and show the children volley ball? Play with frisbies, beach balls, hoops, badminton rackets etc.

Activity Progression over the Half-term

- Long jump, Boules, Rounders

Writing

- From photographs of the sandcastle competition, pleasure boats, the jetty, pulley system or waves experiments could you write about what you made or discovered?
- Could you make posters or flyers to persuade people to come and play in your shop or ice cream parlour?
- Have you labelled everything in the shop with a price and description?
- Keep score for the children playing games

Activity Progression over the Half-term

- Could you bury some treasure and offer the children maps of your outdoor area to help them find it?
- Could you do a treasure hunt using riddles, rhymes and a map to help the children to locate it?

Blocks/Construction/Loose Parts

- Can you build a beach hut or bathing machine?

Activity Progression over the Half-term

- Can you build a pulley system or some way of pulling a trolley on wheels up a slight incline, as the bathing machines were?
- What would you need? (rope, medium sized wire reel, broom handle and a frame to put the wire reel onto and a handle fixed to the side of it.)

Den Building

- Can you create a shelter to keep people safe from the sun on the beach?
- Can you create a very strong shelter that shields you from the wind
- Can you build a modesty shelter so you can get changed in privacy?

Activity Progression over the Half-term

- What materials or parts work best for shielding from the sun?
- Which colours work best and why?
- Would you rather have a den made of a white cotton sheet or a black tarp?

Digging & Gardening

- What could you grow to put in sandwiches for a picnic at the beach?
- Radishes, herbs, cress, water cress and lettuce are all quite quick and easy to grow

Activity Progression over the Half-term

- The more you harvest lettuce, the more it grows
- Can you find out how to keep it pest free and protected from rabbits and birds?

Music

- Assuming you have a, 'kitchen orchestra', create instrumental support for the shanties you are learning
- Can you record the piece, listen to it, talk about it and think about how you might improve it?

Activity Progression over the Half-term

- Compose a piece of music that sounds like a growing storm in the ocean
- How can you co-ordinate different children to all increase the volume and frequency of their sounds together to create the storm? Would someone have to conduct everyone? Listen to the work of other composers. How have they depicted stormy weather in their work?

Maths

- Maths is everywhere in this plan: design, construction, music, games, scoring and tallying, measuring plants, and so on.

Section 6

Talk, Reading, & Writing Ideas



6 Talk, Reading & Writing Opportunities

Please see our specialised vocabulary lists and add to them according to the specific resources and books you are going to use to ensure the basic vocabulary is covered for the different parts of the topic.

We have structured our talk/reading/writing ideas into our three sections:

- Sea sides then and now
- The sea and its creatures
- Pirates

Seasides Then and Now

Visit the seaside if at all possible - Could you go on a visit to the seaside? There would be so much to learn from a trip to Robin Hood's Bay, Scarborough, Blackpool or Lytham. Many children in Bradford have never actually seen the sea or been to a beach, so to really bring this topic to life a visit is key.

If money is an issue could your class **fundraise**? What about a **sponsored sounds or spell**? Could they learn to spell the new **topic words** for sponsorship?

Could they **write to their parents** asking them to help them to find sponsors and to learn the words? Could they **write to the Head Teacher** to ask permission to do a fundraiser and go to the seaside? (Make sure he/she has agreed before they write!)

Could they do some **research** about the place you are planning to go and **write to the Head/Governors** assuring them of how much learning they will encounter?

Could they also find out about how the place used to be when their grandparents or great grandparents used to visit. How has it changed?



Sea Safety – see ideas on this from the RNLI website to make sure you know what the safety rules are. This is imperative if the children are going on a visit. The sea around our coastline is very different than some beaches in other countries that don't have undercurrents or strong tides. Make sure you seek out these signs when you do go to the beach and find out the tide times before you go. Share this information with the children and hopefully they will actually get to see the tide change at some point.



Showing images such as this one not only support the teaching of safety, but can be printed out small enough that they could be laminated and put onto a lollipop stick and placed into your small world tray to encourage talk/further discussion.

The Work of the **RNLI**, based in part, from the story of **Grace Darling**. A small world tray depicting the Grace darling Story, or a seascape with a model RNLI boat going to the rescue would provide a great opportunity for talk, leading to story of non-fiction writing.



In the knowledge/resources section, please see information & images about RNLI and Grace Darling

Could the children write a diary entry, story, newspaper article or pretend thank you letter to the RNLI or Grace Darling?

Could they genuinely thank the RNLI volunteers for giving up their time and expertise for free and for being so brave and selfless as they try to rescue others?

6 Talk, Reading & Writing Opportunities

Could the children in your class teach the rest of the children in school how to be safe at the seaside so they don't end up having to call out the RNLI? Perhaps they could write a theme song for the RNLI, which they record and send to them? I'm sure they would be very touched/grateful!

Remember to use a backdrop such as this behind your small world tray to bring ambience/drama/talking points to your provision.



Lighthouses – If you could visit, great, if not show photos, other images, videos and film footage. Use one (even if it's homemade) in a small world tray.

Consider using the Mr. Grinling Lighthouse series of books as well as non-fiction.

Could children innovate these stories or add themselves into the story through mini-me's in a small world tray?

Or could you colour photocopy some of the main illustrations and add the children's own photographs in so they can become part of the story in a home-made book?

Perhaps the children could make a 3d or 2d map of the Grinling stories?



There are lots of other writing opportunities such as:

- new recipes for sandwiches
- making bread following a recipe
- making posters about naughty seagulls
- writing an anthology of training strategies for naughty seagulls
- instructions on tending the light

After the Visit / Later in the topic

Bathing Machines - a Victorian phenomena, are a great talking point with regard to Victorian inventions and culture.

Do we see such modesty now? Are men and women still segregated at the beach or can families now bathe together?



Would some people still like to have bathing machines, or could you adapt one into something else?

Children could design and label a new version of the bathing machine, which could be a cross between a well-stocked beach hut and platform for slides and diving boards?



6 Talk, Reading & Writing Opportunities

Why not send your best designs to Scarborough council and see if they are impressed? (You could always find logos such as these to print on your own letter back to them...)



If you did do a visit to a beach, could the children write individual or a collective letter about their experience, including thanks, admiration, suggestions or complaints?

Postcards - You can buy or print blank postcards such as these. Could the children design a postcard from the seaside and write a postcard?



Or compare old and new postcards?



Role Play Shop - Could you have a tourist information, souvenir or gift shop as a role play area? Perhaps your shop could sell new and vintage cards? Perhaps the children could make clay models of fish, light houses or seabirds to sell as souvenirs?

Maps - Perhaps they could also provide maps of the area showing where the beach/shops and coastal walks are? What other features need to be on the map? Lifeguard beaches, lighthouses? RLNI stations/ launches, harbour, promenade, funfair, fish and chip shop, car park, ...

Before embarking on 2d maps with children, cover a table with white paper, and draw the outline of the simple elements of the seaside map: beach, town roads, lighthouse, rocky outcrop, railway line and so on.

Encourage children to use blocks, people, cars and street furniture to make their Aerial map of the coast. They need to think of street and other names, as well as talk about geographical features and symbols to do with reading maps.

Over time, encourage the children to draw and label in place of the 3d map as a group before then offering squared paper for them to draw their own individual versions.

Sandcastle competition - this could just be for your classroom or include yours or other year groups.

Add shells, pebbles, dried seaweed and flags to the sand area.

After each child/pair have created their sandcastle, photograph it and offer it on a washing line outside your classroom. When all of the entries are done, seek a vote (British Values) to decide on the winners.

Children can label their castle with a name, or a description of how they made it, or write a 'legend' to go with their castle....

For children who have never been to the seaside, perhaps you could use pieces of artwork to portray all of the different activities people engage in at the beach, from sun and sea bathing to playing games, collecting shells, picnicking, playing in the sand, doing water sports, paddling, floating, splashing, walking and so on.

Pieces of art make such wonderful talking points, especially if you reveal them a little piece at a time. They often give much scope to talk about both human and natural geography, as well as history.

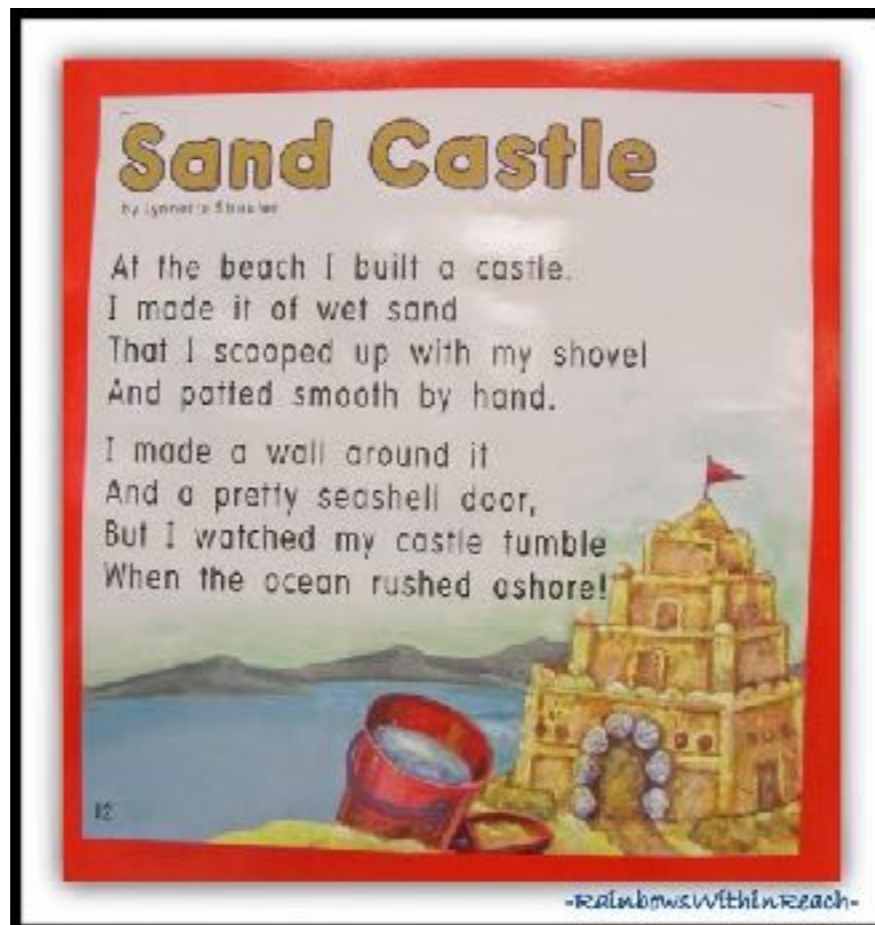
6 Talk, Reading & Writing Opportunities

Poetry - There are poems, of course about most of what we are going to talk about during this topic. I very much like the following poems:

- Pirate Pete by James Carter
- Lord Neptune by Judith Nicholls (about a boy building a sandcastle) Using this link, you can have the poets themselves read their poems.

A quick search revealed many more poems about the sea...

- The Life of a Pirate Ain't Easy by Kenn Nesbitt
- The Seahorses by Bryn Patel Stephens
- Sand by Mesh Goldish
- Sandcastle by Lynnette Streeter



Sand Castle

by Lynnette Streeter

At the beach I built a castle.
I made it of wet sand
That I scooped up with my shovel
And patted smooth by hand.

I made a wall around it
And a pretty seashell door,
But I watched my castle tumble
When the ocean rushed ashore!

12

-rainbowsWithinReach-

Sand

Sand at the beach,
Sand at the shore.
Sand in the ocean
On the ocean floor.

Sand in the desert,
Sand on the ground.
Sand in a sandstorm
Blowing around!

Sand from rock that has
Crumbled into grains
Sand in a sand dune
Shaped by winds and rains.

Sand on an island,
Sand in the sea.
Sand in a sandbox
For you and me!

by Mesh Goldish



The Life of a Pirate Ain't Easy

The life of a pirate ain't easy.
You'll have to buy lots of supplies.
A parrot for one of your shoulders.
An eyepatch for one of your eyes.

Before you set sail for adventure,
before you embark on your trip,
you'll need to come up with the money
to purchase a suitable ship.

You'll need a new chest for your treasure,
a hat and a flag and a plank,
some boots and a spyglass and compass,
which might take a loan from the bank.



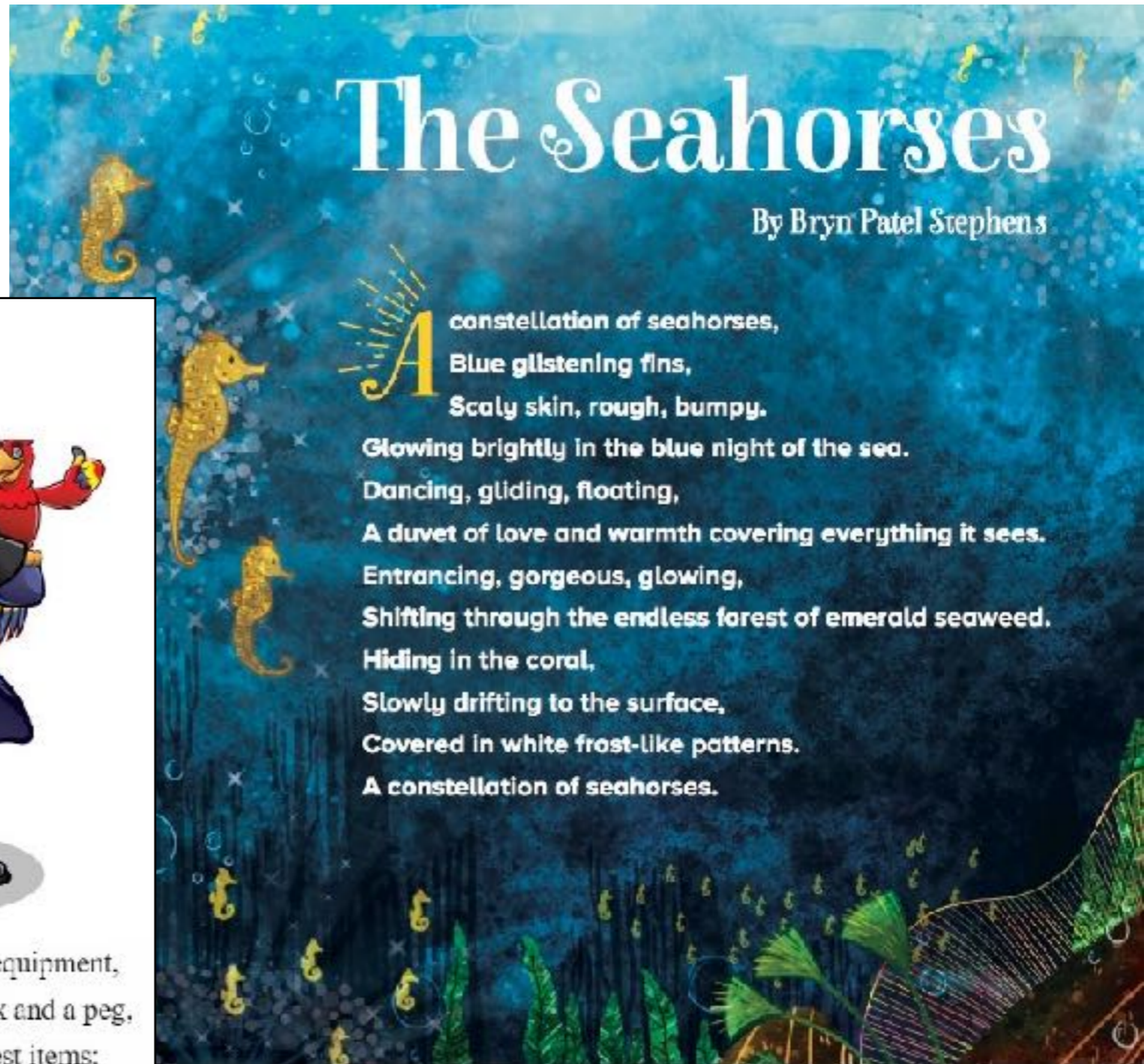
Along with this other equipment,
you'll need a new hook and a peg,
and these are the priciest items;
they'll cost you an arm and a leg.

— Kenn Nesbitt

The Seahorses

By Bryn Patel Stephens

A constellation of seahorses,
Blue glistening fins,
Scaly skin, rough, bumpy.
Glowing brightly in the blue night of the sea.
Dancing, gliding, floating,
A duvet of love and warmth covering everything it sees.
Entrancing, gorgeous, glowing,
Shifting through the endless forest of emerald seaweed,
Hiding in the coral,
Slowly drifting to the surface,
Covered in white frost-like patterns.
A constellation of seahorses.



6 Talk, Reading & Writing Opportunities

The Sea and its' Creatures

On our website, where our small world collection is in the shop, each creature has a name, description and fun facts about them. We have quite a large selection of sea creatures, so do have a look at them in case they or their descriptions, are useful.

Images, films and information about the sea are prolific. You can find everything imaginable. We will concentrate, here, on reading talking and writing opportunities. Again, it would be best if you could visit the seaside so that children can see and experience the sea at first hand.



Could you make a sea creature exhibition using see-through boxes (tanks) each housing a whale, shark, dolphin, seal, etc? (You can suspend them in water using invisible thread tied to something that balances above the rim of the box).

Add sand, rocks and shells in the bottom, along with some weighted foliage and you have an exhibition.

If you want to go the whole hog, buy pieces of backing foil from garden centres or aquatic shops that are meant for the back of real tropical fish tanks and it will transform your small world.

Have the children write a museum type label for the side of the tank telling others all about its contents and then invite other children to view the exhibition.

Writing: non-fiction, advertising posters, invitations, tickets to get in, guides, signs, the list of writing opportunities is endless.



Choose two or three sea creatures to study in depth: plankton, seahorses and sharks would give children a very insightful knowledge of the oceans as well as feeding their imagination for stories.

Conservation: What if the children found these poor creatures in their water tray?

This could open up a huge can of worms including making posters, writing letters, getting to know different organisations and so on.

(The netting has literally been made from bags that fruit is sold in).



6 Talk, Reading & Writing Opportunities

Pirates

We have added pirates into this topic for many reasons. First, because children love to learn about them, second for their history, and third because it puts the learning about continents and oceans into context.

Many pirates visited and traded tea, Rum and sugar in the Caribbean, which makes for a splendid example of a set of Islands which are very different to ours in the UK. The Pirates of the Caribbean are (unfortunately) very familiar to many children so they have imagery to pin their new learning onto.

We have researched a particular pirate in detail – a certain Black Bart, or Bartholomew Roberts, who managed to convince a certain John Stephenson to join him.

John Stevenson was born and bred in Whitby and if you were to visit Whitby and do their Pirates and Smugglers walk/talk, he is mentioned because he fought in Black Bart's last battle and was the one who found him fatally wounded. Our notes include juicy and surprising details, dates, stories and obscure titbits such as Black Bart (Welsh) being tea total, and refused to fight on the Sabbath!



Small world play, children's artwork and writing are richly and easily received by children, even the most reluctant of learners when it comes to pirates and the mix of real history and legend is exciting and luring.

Personally, I would set up a **pirate recruitment office**, where children dressed as captains could tell new recruits about their ships, where they were going to sail to and which other ships they were going to try to plunder.

They could hand out application forms and I would encourage the children to use pirate words and phrases in their applications.

You could teach about the **different jobs and job titles** on a ship (see [here](#)) and the children could apply for the one they want and find out about all of their new responsibilities.

It is a great way of learning about history, especially if you use fantastic books like, 'Meet the Pirates' which are so full of information to make this stuff come alive.



6 Talk, Reading & Writing Opportunities

You might also want to make a **Captain's desk** as a **themed writing area**.



Children can write at the Captain's Desk desk and have labeled books in there:

- Captain's Log
- Spoils and Loot
- Staff Log Book
- Rations Book

They can also have nautical Maps to look at.

Include feather pens to write with, small vintage looking frames with pictures of Bart's ships and perhaps ones of his old mother and girlfriends.

A compass, parrot, dressing up clothes, telescope, gold coins and old gold copper tankards, jugs etc will make the captain's desk or cabin look very authentic.



This activity is especially successful as a **Concept Booth™**



6 Talk, Reading & Writing Opportunities

Small World Play – Pirates

This could be an excellent starting point for oral story making amongst the children, leading to the writing of the story.

To support the children's ideas, perhaps you could offer some story starters such as, "As the pirate ship left the shore, quickened by a huge gust of stormy wind, young stowaway Peter stared in dread at the one-eyed pirate that just discovered him..."

Alternatively, you might offer a few endings to choose from, such as..." And that's what happens when you are brought up by Pirates!"

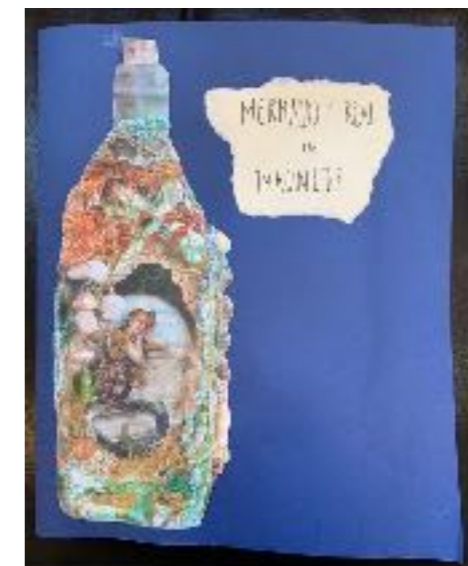


Mermaids – fascinate many children and can generate a huge number of writing opportunities. They are particularly useful for asking the question of reality in the face of so much printed material! Are they fake news?

Use displays and discussion to question and explore whether mermaids are real or not

- Real history or fake news?
- What do you believe?
- Could we have a debate?

Look for poems and sea shanties that mention mermaids and mermen



6 Talk, Reading & Writing Opportunities

Create home-made books - leave them blank inside for children to write their own stories, comments, questions and ideas. I just printed off a few images to create book fronts. Make sure some of your home-made books have blank fronts for children's own artwork.


Or you could create a **mermaid writing workshop**.

Message in a bottle - this is an obvious one for this topic, but it is still intriguing for those who have not come across the idea before. The message could come from a person, a mermaid, King Neptune, a poorly whale...or a pirate prisoner...



A Mermaid's Chores

- 1 clean shells
- 1 sweep sand
- 1 collect tears
- 1 polish scales
- 1 feed fish
- 1 cook seaweed
- 1 collect dinglehoppers and other items from ships and wrecks



6 Talk, Reading & Writing Opportunities

Day-to-day Talk, Reading & Writing Opportunities -

Could you introduce a character who could live in your classroom for a while and converse with the children through notes and letters?

Perhaps a pirate in the shape of a garden gnome, a stuffed toy parrot, or a tiny monkey with a key/map tied around its neck.

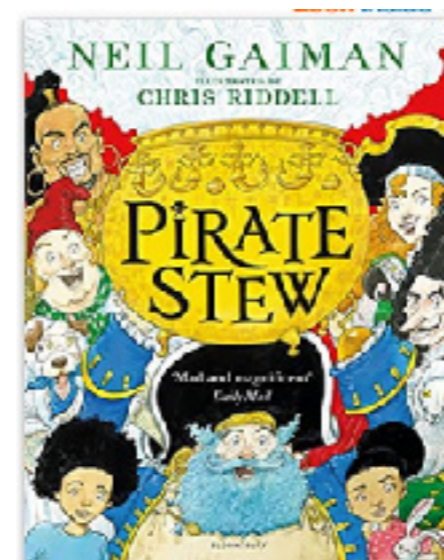
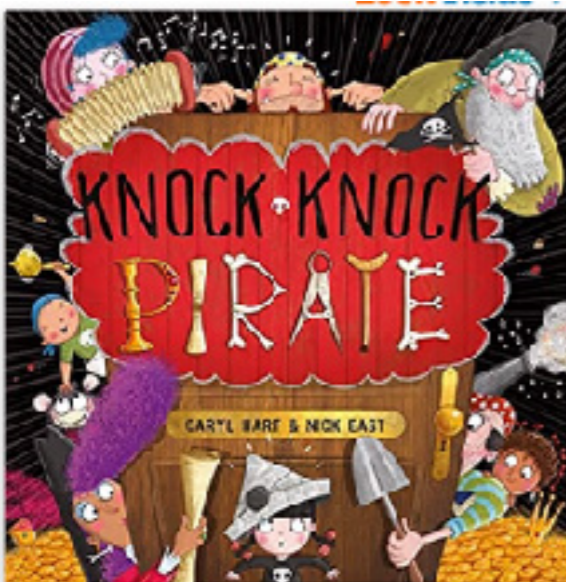
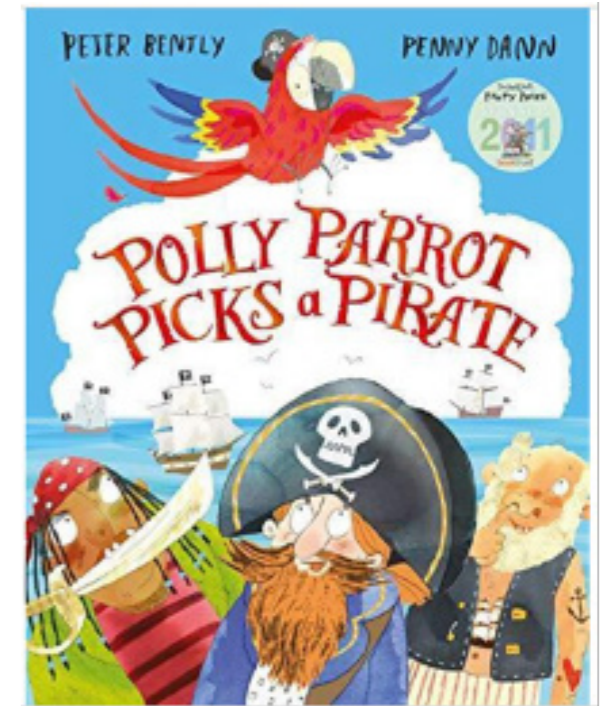
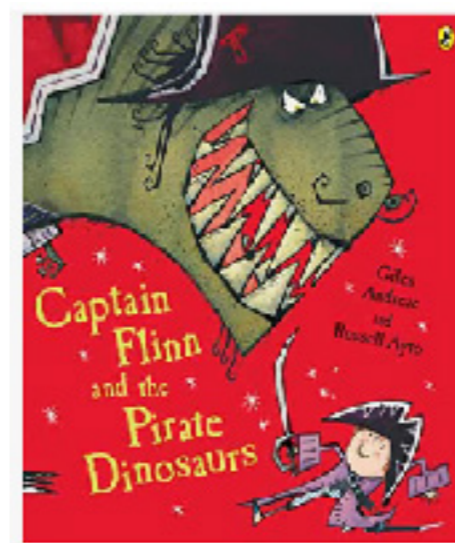
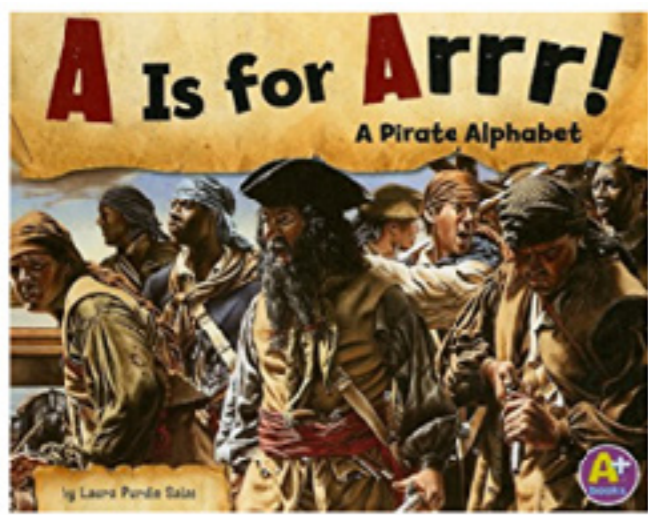
Then daily, these creatures can do naughty things like the elf on the shelf, or they can notice when children do notable things you want the

others to copy. Alternatively, you could just go with what children write to them.

The important thing is that for every note a child sends to them, the character writes back and answers.

Different scenarios now and again will keep the story alive – maybe the monkey goes missing, or the parrot is in trouble with the Head Teacher because it repeated bad language, or maybe the gnome Pirate has been kidnapped...

Quality Books





Appendix 1

**Potential
Curriculum
Coverage**

Programmes of study for Science, History, Geography, Music, PE, DT and Art are highlighted where potential coverage could occur from our planning: The colours relate to the topic areas:

- Piracy
- Seasides then and now
- The sea and its creatures
- Learning in general, through provision and topic-related activities

Science

Sc1/1 Working Scientifically

Sc1/1.1 asking simple questions and recognising that they can be answered in different ways

Sc1/1.2 observing closely, using simple equipment

Sc1/1.3 performing simple tests

Sc1/1.4 identifying and classifying

Sc1/1.5 using their observations and ideas to suggest answers to questions

Sc1/1.6 gathering and recording data to help in answering questions.

Sc1/2.1 Plants

Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees

Sc1/2.2 Animals including humans

Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals

Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores

Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Sc1/3.1 Everyday materials

Sc1/3.1a distinguish between an object and the material from which it is made

Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Sc1/3.1c describe the simple physical properties of a variety of everyday materials

Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties

Sc1/4.1 Seasonal Changes

Sc1/4.1a observe changes across the 4 seasons

Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.

Art

Ar1/1.1 to use a range of materials creatively to design and make products

Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

DT

DT1/1.1 Design

DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria

DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

DT1/1.2 Make

DT1/1.2a select from and use a range of tools and equipment to perform practical tasks

DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

DT1/1.3 Evaluate

DT1/1.3a explore and evaluate a range of existing products

DT1/1.3b evaluate their ideas and products against design criteria

DT1/1.4 Technical Knowledge

DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable

DT1/1.4b explore and use mechanisms, in their products.

DT1/2.1 Cooking & Nutrition

DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes

DT1/2.1b understand where food comes from.

Geography

Ge1/1.1 Location Knowledge

Ge1/1.1a name and locate the world's 7 continents and 5 oceans

Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Ge1/1.2 Place Knowledge

Ge1/1.2a 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

Ge1/1.3 Human and Physical Geography

Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Ge1/1.3b use basic geographical vocabulary to refer to:

- i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Ge1/1.4 Geographical Skills and Fieldwork

Ge1/1.4a 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

Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map

Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Ge1/1.4d 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.

History

Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Hi1/1.2 events beyond living memory that are significant nationally or globally e.g. *the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries*

Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

e.g. *Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell, Captain James Cook (from Yorkshire) and Neil Armstrong or David Attenborough*

Hi1/1.3 significant historical events, people and places in their own locality.

Music

Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes

Mu1/1.2 play tuned and untuned instruments musically

Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music

Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music

PE

PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

PE1/1.1b participate in team games, developing simple tactics for attacking and defending

PE1/1.1c perform dances using simple movement patterns.

Have you seen the other topic-based resources in this set?

<https://leadingchildren.com/blogs/resources>



Leading Children Ltd, 365 Canal Road, Bradford, BD2 1AW

www.leadingchildren.com

Email office@leadingchildren.com