

Holland Haven Primary School - The Seaside Su1 HT1

The Seaside Planning - KS1 Su1 HT1

The Seaside Planning KS1 Su1 HT2

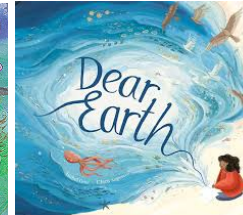
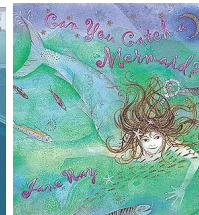
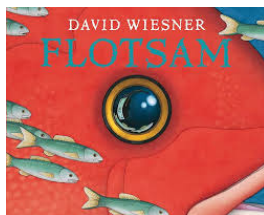
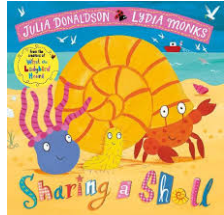
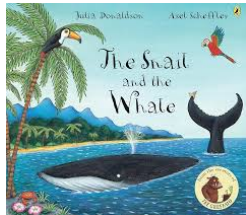
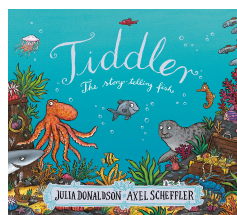
Seaside MTP

Seaside Project Page

Project: The Seaside - Sea Creatures and Stories (HT1)

Phase: KS1 *Cross Curricular within a subject*

Core Read-Aloud Stories, Non-Fiction and Poetry



PSHE - Kind, resilient, healthy citizen Recycling - Ocean pollution

Living in the wider world

Citizenship

Climate Awareness

Artist Sand Sculptures (beach) (Maggi Hambling 'Scallop' and Antony Gormley 'Another Place')

Materials

Artists

Types of Art and Design

Evaluate

Geographer Coastal towns

The World

Know the characteristics of the UK

Vocabulary (harbour, port, town, beach, cliff, coast)

Characterise (Tenby, Wales, Giant's Causeway, Northern Ireland, Scotland, Llandando, Holland-on-sea, England (own locality))

Describe and Explain (physical and human features of coastlines)

Fieldwork and Maps (beach walk)

Computing




















E Safety
























Know how to stay safe on the internet (Hector's World)

Digital User

Use technology purposefully Unit 2.7 Making Music

Musical Composition

<p>Historian  and Designer </p> <p> Chronology, Storytelling and Compare (Victorian seaside in the past - railways bringing tourists to the beach for the first time and Queen Victoria/Queen Elizabeth II - living memory and local area study)</p> <p> Evaluate (early understanding of the impact of the invention of the train!)</p>	<p>Scientist   Animals including humans - The Body - Senses</p> <p>  </p>
<p>Sportsperson   Tennis/Cricket</p> <p>Dance choreography to The Little Mermaid's Under the Sea instrumental</p>	<p>Musician  Peter and The Wolf (Prokofiev) and Disney's Little Mermaid 'Under the Sea' exploring how the music is created</p> <p> Organise musical structure</p> <p> Compose</p> <p> Appreciate (PE dance - The Little Mermaid - Under the Sea instrumental Disney theme tune)</p> <p>Purple Mash - digital music</p> <p>Explore how music is created Create and Compose Music Unit 2.7</p>
<p>RE. Thinking through Thinking (Philosophy)</p> <p> How did the universe come to be?</p> <p> Local Church Visit Thinking through Living (Human & Social Science) and Thinking through Believing (Theology)</p> <p> How does a celebration bring a community together?</p> <p> What does the cross mean to Christians? (Follow-on from Easter assembly)</p> <div data-bbox="1870 941 2049 1141" data-label="Image"> </div>	

Project: The Seaside - Transport (HT2)	Phase: KS1 <i>Cross Curricular within a subject</i>
<p>Designer  Design and making a vessel <i>explore different jobs/lives at sea</i> </p> <p> Materials (<i>link to science materials and properties</i>)</p> <p> Design, Make</p> <p> Evaluate</p>	<p>PSHE </p> <p> Safety (medicines, worries 'secrets', bullying, trusted adults)</p> <p> Relationships (being a good friend - Anti Bullying)</p>
<p>Scientist   Physics Materials Floating and Sinking</p> <p>   </p>	<p>Computing </p> <p> Know how IT is used in everyday life Unit 1.9 (Summer 2)</p>
<p>Geographer</p> <p> Field-work - coast-line study beach trip  (incl. aerial street views & models)</p> <p> Characterise (UK) - own locality: coastal town</p> <p> The World (Continents and Oceans)</p>	<p>Sportsperson   Athletics and Cricket</p> <p> Reflection</p>

Holland Haven Primary School's Creative Curriculum Planning: Summer 1

SMSC links and Cultural Capital **Diversity Strand**

Phase: Theme:	LOWER SCHOOL Yr 1/2 <u>The Seaside</u>
Subject Focus(es): Expected outcome(s):	<p style="text-align: center;">History Seaside town in the past and now - the role of the train in Victorian times! Geography and Science UK coastal towns, coastlines - physical and human features (coastal erosion, the pier) - the ocean: habitats and pollution</p> <p style="text-align: center;">Understand about the coastline geographically and historically, global citizenship (climate awareness) and different lives (at sea)</p>
Educational Visit/Visitor	<p style="text-align: center;">Visit the Sea Life Centre on the Pier - looking at the sea creatures from real-life observation - science classification or Sea Aquarium visit to school The Pier now and then (local history study)</p>
Extended Classroom opportunities	<p style="text-align: center;">Beach Session: Art Sculptures and Geography field-study: The Coastline, Science exploring senses- what can you see, hear, smell, touch? (Local visit - The Church - R.E.)</p>
Parent-Pupil Project	<p style="text-align: center;">To make a sea creature using some materials from the local beach</p>
Themed 'visual token' system Learning Environment	<p style="text-align: center;">Our Under the Sea curriculum teams: Seahorses Starfish Turtles Dolphins</p> <p style="text-align: center;">Earn 'Sea Pearls'!</p> <p style="text-align: center;">Under the sea area. Key words, information books, story books, role play masks, blow up submarine, sea creature passports, fishing net, fishing and seaside artefacts</p>
Learning Hooks	<p style="text-align: center;">Ride on the seafront train and an ice cream! Seaside day out!</p>

Sea Creatures and Sea Stories

Project 1

Reader/Writer - Using Julia Donaldson's Tiddler, Sharing a Shell, The Snail and the Whale and the Singing Mermaid and other sea-creature based poetry the children will use text mapping to create their own rhythmic narrative stories. Using their research as Scientists and Geographers the children will write information texts on the local coastal environment and the groupings/observations of sea creatures. By 'really looking' in this project the children will develop their poetry skills and from a local visit to the beach the children will be able to write a detailed report/recount. By also exploring Julia Donaldson's stories we will explore a narrative-based topic. Language, rhyme, narrative style of writing. Character description, morals of the stories. Through our learning of sea stories we will use these facts to support our linked learning.

Geographer - Children will be going to the local beach and looking at coastal features, beginning with where we would find local sea creatures and why - rock pools, open ocean, do we have reefs, where would we find these? They will develop their geographical observation skills through real life fieldwork of the local environment and researching other sea environments around the world to make comparisons. Characterise the UK through an exploration of different coastal towns - locating on the map and learning about each place compared to our locality: Clacton-on-sea and Holland-on-sea. Giants Causeway, Northern Ireland, Tenby, Wales, and Llandudno, Scotland.

Musician - Think about how music is created - listen and appreciate music by **classical composer Prokofiev: Peter and the Wolf**. Compose digital music using Purple Mash.

Artist - Children will develop the skill of reviewing other artists' portrayals of sea sculptures (Gormley, Hamley [Art and Education by the Sea index](#)). From their reviews they will design and make their own sand sculptures at the beach.

Scientist - Exploring the senses. (Classification through Sea Life Centre Visit/Visitor)

Computing - **E Safety** The children will be reminded of Hector's World as an ongoing theme for Internet Safety (**personal safety**)

Historian - Local study: seaside town and pier now and then - Victorian seashores, the invention of the train! Significant monarchs: Queen Elizabeth (living memory) and Queen Victoria.

PSHE - **Global Citizen** Ocean pollution and recycling. Climate Awareness. **Looking after creatures and our local and global environment.**

Sportsperson - Dancer - learn and perform a choreographed dance to the Little Mermaid theme tune: Under the Sea

Project 2

Transport

In this project we will be looking at transport, in particular sea transport. We will invite the Lifeboat in/or visit. The focus of this project will be information writing, research and technical workings of various sea transport.

Reader/Writer - This theme will be non-fiction based and will match transport jobs, information about vehicles and instruction writing for vehicles.

Computing - Know how IT is used in everyday life.

Geographer - Geographical field-study of the local coastline: aerial photos/street views, erosion and longshore drift, and sea defence work. Local study of coastline Holland/Clacton-on-sea (characterise the UK including towns). The World - know the 7 continents and 5 oceans.

Scientist - Using materials, we will be making good choices for how to make vehicles that float and will be closely linked to the Design lessons.

Designer - Linked with Science and materials, the children will be making sea transport (using materials, to design functional products). The children will explore and use simple structures. They will also evaluate products.

PSHE - **Health and Wellbeing** and **Safety** Imaginary Scenarios to help explore managing feelings and to think about things that **affect people's lives. Jobs at sea, oil-riggers, octonauts!** (Also exploring friendship and bullying, secrets and trusted adults).

Discrete

Daily Guided Reading sessions

Reading and Spelling	Daily Letters and Sounds sessions (Tuesday - Friday Letters and Sounds, Thursday High Frequency/Tricky Word work - use some Spell Wise resources - (sets), Monday handwriting (sets)(SPAG focus) Focus children possibly on Lexia
Discrete Maths	Following Assertive Mentoring Target planning - Progression Ladder System Creative Coverage Problem Solving opportunities for Fluency and Reasoning Weekly Number focused test/lesson Morning Maths Meetings TT Rockstars ED SHED Purple Mash
Discrete Physical Education	Athletics, Tennis and Cricket
Discrete Languages	Discrete French - BBC Primary Languages:
Discrete Religious Education (Essex)	Thinking through Thinking (Philosophy) - How did the universe come to be? Local Church Visit Thinking through Living (Human & Social Science) and Thinking through Believing (Theology) How does a celebration bring a community together? What does the cross mean to Christians? (Follow-on from Easter assembly)
School, Learning and Eco Council Meetings	Whole School 'School Council', 'Learning Council' and 'Eco Council' (2 representatives from each class) and class response/action and feedback. Pupil Perception Fundraising - see agendas School Projects
Weekly Assemblies with an SMSC focus	Singing assemblies Whole School Achievement Celebration Assembly Whole School Assemblies exploring Social, Moral, Spiritual and Cultural content Class Assemblies - News Round