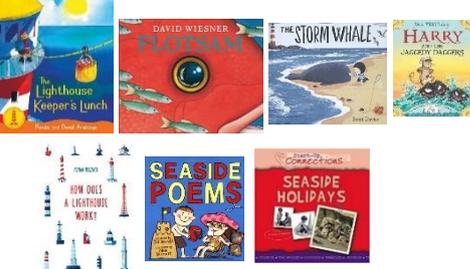


Medium Term Planning Format		
Cohort	Year 1	
Enquiry Question (QUESTIONING)	Why do we love to be beside the seaside?	
Enquiry Driver	History	
Enquiry Enhancer	Art and Design	
Main Enquiry Theme	Changes within living memory and the lives of significant individuals. (Grace Darling)	
National Curriculum Objective	<p><u>History</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. changes within living memory. <p><u>Geography</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, sea, ocean, town, weather) and key human features (harbour, port, pier, promenade). <p><u>Art and Design</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing differences and similarities between different practices and disciplines, and making links to their own work. to develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> Can I talk about how seaside holidays have changed over the years? Can I identify period features of seaside holidays including clothes, travel and entertainment? Can I answer questions by using different sources, such as an information book or pictures? Can I find out more about Grace Darling and carry out some research on her? Can I recount some interesting facts about Grace Darling? Can I talk about how her actions changed the way we do things today? <p><i>(Children will study Grace Darling and her achievements. They will learn about how seaside towns have changed over the years)</i></p>	

<p>Key Knowledge and Skills (enhancer)</p>	<ul style="list-style-type: none"> • Can I describe what can be seen and give an opinion about the work of an artist? • Can I ask questions about a piece of art? • Can I create moods in artwork? • Can I name the primary and secondary colours? • Can I create a repeating pattern in print? <p><i>(Children will explore the work of Andy Warhol and create images of seaside objects e.g. flip flops, ice-cream and fish etc in his pop-art style)</i></p>													
<p>Main Text</p>	<ul style="list-style-type: none"> • The Lighthouse Keeper’s Lunch by Ronda and David Armitage • Flotsam by David Wiesner • The Storm Whale by Benji Davies • How Does A Lighthouse Work? By Roman Belyaev • Seaside Poems by Jill Bennett • Seaside Holidays 													
<p>Main Writing Genre</p>	<p>Poetry</p> <p>Postcard</p>	<p>Based on ‘The Lighthouse Keeper’s Lunch’, the children will write food riddles based on Mr Grinling’s lunch.</p> <p>Children will produce postcards as their reflection task to summarise their learning.</p>												
<p>Enquiry Hook (Questioning) [Experiences/experts]</p>	<p>Trip to the seaside.</p>													
<p>Subsidiary Enquiries</p>	<table border="1" data-bbox="536 1238 1409 1570"> <tr> <td>LC1</td> <td>What do we mean by the seaside?</td> </tr> <tr> <td>LC2</td> <td>Why did some places become seaside resorts?</td> </tr> <tr> <td>LC3</td> <td>Which seaside areas do people visit today near me and why?</td> </tr> <tr> <td>LC4</td> <td>What is a lighthouse and where are they found?</td> </tr> <tr> <td>LC5</td> <td>Who was Grace Darling?</td> </tr> <tr> <td>LC6</td> <td>What do we like about seaside holidays?</td> </tr> </table>		LC1	What do we mean by the seaside?	LC2	Why did some places become seaside resorts?	LC3	Which seaside areas do people visit today near me and why?	LC4	What is a lighthouse and where are they found?	LC5	Who was Grace Darling?	LC6	What do we like about seaside holidays?
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<p>Reflection of Learning (SHARING)</p>	<p>Children to write a postcard which will be sent home to parents about what they have learned throughout the topic (their artwork may be used as the front cover design for their postcard).</p>													
<p>Potential Sticky Knowledge</p>	<ul style="list-style-type: none"> • Grace Darling was born in 1815 and died in 1842. • Grace Darling lived inside a lighthouse. • Grace Darling rescued people from a shipwreck in a storm. • In the UK, no one lives more than 80 miles from the seashore. 													

	<ul style="list-style-type: none"> Coastal towns like Blackpool, Scarborough, Llandudno and Brighton used to be very popular holiday resorts. Punch and Judy is a funny puppet show that has been common at the seaside since Victorian times.
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Knowledge Mat	<p>The Knowledge Mat includes: <ul style="list-style-type: none"> Grace Darling: A text box stating she was the daughter of an English lighthouse keeper, became famous for rescuing people from a shipwreck, and a photo of her in a boat. Subject Specific Vocabulary: A table defining terms like beach, beach hut, cliff, coast, harbour, lighthouse, pier, promenade, and sand dunes. Exciting Books: A vertical list of book covers. Sticky Knowledge about the seaside: A list of facts such as 'Grace Darling was born in 1815 and died in 1842' and 'Coastal towns like Blackpool, Scarborough, Llandudno and Brighton used to be very popular holiday resorts.' Learning Challenges: A list of questions for reflection, such as 'What do we mean by the seaside?' and 'Why did some places become seaside resorts?' </p>
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Other curriculum areas which are to be taught discretely:

Religious Education	<p><u>What does it mean to belong to a faith community?</u></p> <ul style="list-style-type: none"> Can I recognise and name some symbols of belonging to a faith community? Can I give clear, simple accounts of stories that bring people together in their religions? Can I give examples of how stories and shared community activities help people to feel they belong to their religion? Can I think, talk and ask questions about belonging for Christians, Muslims and myself? Can I talk thoughtfully about belonging to a religion, school, family, community etc?
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PSHCE	<p><u>Understanding Me</u></p> <ul style="list-style-type: none"> What did I need as a baby? How can I be more grown up? Do I have to be the best? <p><i>(see Talking Points curriculum for the full programme breakdown)</i></p>
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Music	<p><i>See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 6 - Reflect, rewind, replay</p>
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Physical Education	<p><u>Athletic Activities (run, jumping and throwing)</u></p> <ul style="list-style-type: none"> Can I control my body at different speeds? Can I run with increasing speed? Can I jump with two feet? Can I jump with one foot? Can I jump from a standing position? Can I throw an object with two hands using the correct techniques?
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Computing	<p>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</p> <p>Unit 6 - Programming and Control and Digital Literacy</p>		
Science	<p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</i> • <i>Identify and describe the basic structure of a variety of common flowering plants, including trees.</i> <ul style="list-style-type: none"> • Can they name the petals, stem, leaf and root of a plant? • Can they identify and name a range of common plants and trees? • Can they recognise deciduous and evergreen trees? • Can they describe the parts of a plant including the roots, stem, leaves and flowers? • Can they sort some plants by size? 		
Additional Links	British Values	Outdoor Learning	Community
		Seaside trip / ice cream factory.	How can we help people in our community?
	Citizenship (Beaver Pledge)	Global Neighbours	Home Learning
Helping one another like Grace Darling did.			