



# Title How have visits to the seaside changed over the past 100 years

Year Autumn 2023

## Science

**Intent:** to explore living things and their habitats, covering the statutory requirements set out in the national curriculum.

### SEQUENCE OF LESSONS

1. Can I use the MRS GREN checklist to identify things that are alive or have never been alive?
2. Can I use the MRS GREN checklist to identify things that are alive, dead or have never been alive?
3. Can I identify animals which live in different habitats and how they are suited to them?
4. Can I draw and label a habitat, microhabitat and the animals which live in them?
5. Can I draw and use scientific vocabulary to explain a basic food chain?

living	dead	Never been alive	suited
basic needs	food	food chain	shelter
feed	pond	woodland	beach

**Impact:** Children will be able to use the key vocabulary words above scientifically.

## History

**Intent:** significant historical events, people and places in their own locality changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

### SEQUENCE OF LESSONS

1. Can I explain what going to the seaside was like over 100 years ago?
2. Can I explain why people went to the seaside over 100 years ago?
3. Can I identify how we know about visits to the seaside over 100 years ago?
4. Can I identify how visits to the seaside have changed over 100 years?
5. Can I decide and explain whether I prefer a seaside visit 100 years ago, 50 years ago or in the present day?
6. Landing pad- song for parents.

**Key Vocabulary:** Victorian, seaside, parasol, promenade, pier, train, beach hut, Punch and Judy, seaside

**Impact:** Children will re-write the song 'I do like to be beside the seaside', changing the lyrics to include the knowledge and key vocabulary they have learnt throughout the topic.

## Art & Design

**Intent:** to use a range of materials creatively to design and make products  
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

### SEQUENCE OF LESSONS

1. Can I describe the similarities and differences between artwork on a common theme and explain why it is important?
2. Can I experiment with and use a range of materials creatively to create transient art?
3. Can I make simple sketches of natural forms from observation and memory to explore and develop ideas?
4. Can I develop and use a wide range of techniques when pressing objects into a malleable material to make textures, patterns and imprints?
5. Can I select the best materials and techniques to create an idea of a sea creature from clay?
6. Can I analyse and evaluate my own and others work using artistic vocabulary.

**Key Vocabulary:** Sketch, draw, detail, pencil, technique, tint, line, shade, texture

**Impact:** Children will have created a clay sea creature.

## RE

**Intent:** To answer the question - Is it possible to be kind all the time?

### SEQUENCE OF LESSONS

1. Can I think of a time I was kind to someone when it was difficult?
2. Can I explain what I think is the most important part of the Good Samaritan story?
3. Can I sequence and retell the story of the paralysed man?
4. Can I explain how the stories I have heard in the bible show the importance of kindness?
5. How can I be a better friend?

**Key Vocabulary** Jesus, Christian, kindness, Good Samaritan, paralysed, friend.

**Impact:** Children are able to re-tell Bible stories that show kindness and explain how this makes Christians behave towards other people.

# Title How have visits to the seaside changed over the past 100 years

Year Autumn 2023



## PSHE

**Intent:** To understand how our choices impact on others.

### SEQUENCE OF LESSONS

1. Can I identify some of my hopes and fears for this year?
2. Do I understand the rights and responsibilities for being a member of my class and school?
3. Can I listen to other people and contribute my own ideas about rewards and consequences?
4. Can I listen to other people and contribute my own ideas about rewards and consequences?
5. Do I understand how following the Learning Charter will help me and others learn?
6. Do I recognise the choices I make and understand the consequences?

### Key Vocabulary:

Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Actions, Praise, Reward, Consequence,

### Impact:

Children understand that being safe at school and in other places is everyone's right.

## Computing

**Intent:** □ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  
□ create and debug simple programs

### SEQUENCE OF LESSONS

1. Can I explain what an algorithm is and create a computer program using an algorithm?
2. Can I create a program using a given Design and understand the collision detection event?
3. Can I explain that algorithms follow a sequence and design an algorithm that follows a timed sequence?
4. Can I explain what different events do in code?
5. Can I explain the function of buttons in a program?
6. Can I debug a simple program?

**Key Vocabulary:** algorithm, program, debug, timed, sequence, design, events, code.

### Impact:

Children can create a program and debug their own and others' programs

## PE

**Intent:**

To be able to throw and catch a ball with two hands.  
To be able to roll, balance and copy a sequence of movements

### SEQUENCE OF LESSONS

1. To be able to show control and balance in basic movements
  2. To be able to show confidence in ball handling skills. To be able to control a moving ball in a variety of ways.
  3. To be able to show rolling and gathering skills with confidence and precision.
  4. To be able to continue to perform rolling and gathering skills with control
  5. To be able to show progression from rolling into catching and throwing.
- To be able to create basic shapes with the body with some control
  - To be able to perform low level shapes with some precision
  - To be able to model linking and mirroring of low-level shapes
  - To be able to explore medium level shapes with linking, mirroring and balances.
  - To be able to compare and contrast low and medium level shapes with confidence.
  - To be able to jump and land safely using apparatus.

### Key Vocabulary:

agility, balance, coordination, rolling, bouncing, catching  
Linking, mirroring, balances, shapes, rolls, routines

### Impact:

Children can throw and catch a ball with two hands.  
Children can roll, balance and copy a sequence of movements

## Music

**Intent:** use their voices expressively and creatively by singing songs and speaking chants and rhymes

### SEQUENCE OF LESSONS

1. Appraise Oh I do Like to be beside the seaside. First practice.
2. Continue to practice I do like to be beside the seaside (New lyrics)
3. Continue to sing 'Seaside'. Introduce Glockenspiels for melody.
4. Perform song with changed lyrics.

### Key Vocabulary:

sing, tempo, volume, rhythm, verse, chorus, audience, melody

**Impact:** Children will perform Oh I do like to be beside the seaside to parents (Landing Pad- History)