

Year 1&2: Oh, we do like to be beside the seaside!!



Essential Learning:

By the end of this topic, you will have learned:

Enquiry Drivers:

Why did people like to be beside the seaside? What were holidays like in the past? How are they different now?

- What seaside holidays were like in the 1890s, in 1950s and now
- What people did and do at the seaside in those times
- How we know about seaside holidays in 1900s, the 1950s and now
- What people wore to go to the seaside
- What people did at the seaside

Chronology

Fit people and events into a chronological framework.

Continuity and Change

Identify examples of growth and change over time.

Cause and Consequence

Recognise why actions and events happened.

Historical Vocabulary

Understand and use language related to the measurement of time.

Perspectives and Interpretations

Identify different ways in which the past is represented.

Similarities and Differences

Know about similarities and differences between societies, including beliefs.

Prior Learning:

The children will have used various sources of evidence. They will know when the Victorian era was (Mary Anning, Richard Owen). They will have talked about locations in the UK.

Curriculum Enrichment:

Visit to Morecambe on the train
Visitor who lived in Morecambe in 1950s
Punch and Judy show

Key Vocabulary: Long ago, Time order, Timeline, Date, Old, New, Earlier, Later, Present, Past, Future, Facts, Event, Britain

Unit Focus: History

NC: Changes within living memory; where appropriate, these should be used to reveal aspects of change in national life. Significant historical places in their own locality.

Children should:

- Use different sources of information to find out about the past
- Identify differences between past and present and show how ways of life at different times were different to their own
- Place events in chronological order
- Use common words and phrases related to the passing of time
- Ask and answer questions about the past
- Recognise why people did things and why events happened
- Use a wide vocabulary of everyday historical terms

Key Questions

- What were the features of Victorian seaside holidays?
- How do we know about something that happened beyond living memory?
- Why did people start going to the seaside at this time?
- How have holidays changed over time within the last 100 years?
- What were seaside holidays like in the 1950s?
- What do we mean by the seaside?
- Why did some places become seaside resorts?
- Which seaside areas do people visit today and why?
- What is a seaside resort like today?

Sources and Evidence

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of historical paintings and drawings, diaries, maps, photographs, digital resources and other materials, first hand accounts

Resources

[Victorian seaside - BBC Teach](#)

[Search Results | Discovery Education](#)

Science

Plants

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Y1)
- identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)
- observe and describe how seeds and bulbs grow into mature plants (Y2)
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2)

Seasonal Change -Spring/Summer

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

Topic link:-

Discuss why people went to the Seaside in the Summer

Suggested teaching sequence:

- Compare seeds, flowers, leaves and classify
- Plant different seeds etc and look after them as they grow
- Identify trees and plants that are growing in the school grounds, discuss deciduous and evergreen
- Draw and label trees and flowering plants

Working scientifically:

Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy

Geography

NC: Recognise, observe, describe and record physical and human features

Discuss what we find at the seaside

Art

Drawing/Painting

Pupils should be taught :

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

Observational drawings and watercolour of shells
Seascapes; seaside wildlife –



Caren Threllfall- local artist silk painting

Or Nina Blychart Wisnia (illustrator for Made by the Moon)

<https://www.accessart.org.uk/shells-observational-and-imaginative-drawing/>

Useful links/resources:

[Plants \(Y1\) | PLAN \(planassessment.com\)](https://www.planassessment.com/plants-y1/)

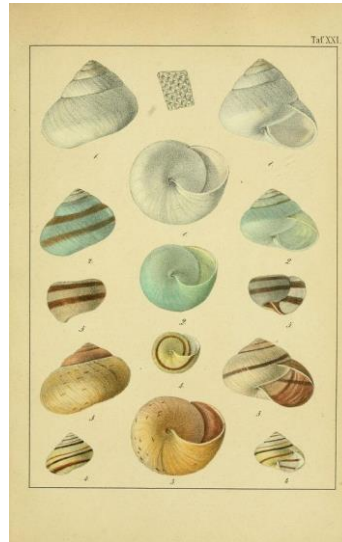
[Plants \(Y2\) | PLAN \(planassessment.com\)](https://www.planassessment.com/plants-y2/)

Download this from Shared Drive for your unit



<https://www.accessart.org.uk/drawing-source-material-shells/>

https://www.accessart.org.uk/painting_a_still_life/



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Music

NC:

- experiment with, create, select and combine sounds using the inter-related dimensions of music

	Compose a piece of music to accompany a section of the story Made by the Moon
<p style="text-align: center;">Computing/ICT</p> <p>NC: Pupils should be taught to: - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	PSHE
<p><u>Online reputation</u> NC: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><u>Use the following link for full use of resources: -</u> Search and Access Resources ▶ Strand ▶ Online Reputation (projectevolve.co.uk)</p> <p><i>Please use the unit to identify the required starting point for your class</i></p> <p><u>Possible Outcomes:</u></p> <ul style="list-style-type: none"> – I can describe how anyone's online information can be seen by others. – I can describe strategies to protect my online information. 	<p><u>Feelings – 7 lessons</u> <u>Value – Kindness</u></p> <p>It's not fair! (Y1) LO: Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. (Statutory)</p> <p>Basic first aid (Y1) LO: How to make a clear and efficient call to emergency services if necessary; Concepts of basic first-aid, for example dealing with common injuries, including head injuries. (Statutory)</p> <p>Thinking about feelings (Y1) LO: Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) (Statutory)</p> <p>Our feelings (Y1) LO: Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these. (Statutory)</p> <p>Feelings and bodies (Y1) LO: Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. (Statutory)</p>

	<p>How do we make others feel? (Y2) LO: Recognise and explain how a person's behaviour can affect other people. (Statutory)</p> <p>Sam moves away (Y2) LO: Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. (Statutory)</p>
R.E.	Cross-curricular Maths:
<p>Hindu Dharma</p> <p>What do Hindus believe about God?</p> <p>Coverage:</p> <ul style="list-style-type: none"> • One God in many forms • God in all things • Expressing ideas about God 	<p>Statistics: favourite ice-cream flavours (Link with Summer 1, Week 1)</p>
English	

Made by the Moon by Emily Hennessey – workshop day storytelling with the author planned in to start the unit

Reading: Show the chn the following picture:



Give them no further information and ask them in small groups to think about what they can see, who do they think the characters are, what story could they be from, what could have or be happening in the story, can they describe the characters, where are the characters etc.

Show the pictures of the characters again and ask them to write a list of nouns and a list of adjectives to describe the characters in the picture, in order to continue to practise writing noun phrases in their independent writing. Using the noun and adjectives, model write a noun phrase to describe one of the characters. Encourage the chn to join in with the modelled write and use their ideas. Use the success criteria to edit the sentence.

Introduce the Made by the Moon story and read up to the part where the sea begins to retreat. Talk about the story, what has happened in the story so far? What characters have we met? Where does the story take place, what is the setting? Show enlarged pictures of the story, discuss Morecambe Bay, where is it, find it on a map, look on Google Earth. Talk about our upcoming trip to Hest Bank. Create a bank of words to describe the setting and descriptive phrases. Show the different media for children to access to create their setting.

Gathering Content:

Read the condensed version of the story with the children, discussing the beginning, middle and end. Complete a story map, looking at the main setting (Morecambe Bay), the main characters and the beginning, middle and end. Explain that they are going to retell the story in different sections through drama. They will be in groups and each group will have a different part of the story. Include dialogue in their drama to retell the story.

Create a character display using pictures/drawings/words to portray their chosen character, without saying which character they have chosen. Model how to portray/describe a character through words/drawings.

Grammar links: adjectives including suffixes, expanded noun phrase, punctuation

Writing task 1: Ask the chn to think about where we went on our trip and how the destination relates to the book they are currently reading. Made by the Moon is set in Morecambe Bay and we visited MB - the story is set on the shore of the bay. Re-read the story and discuss how the Queen sucked up the sea in the bay. Show a photograph taken of the bay and write a list of nouns and adjectives in order to write a description. Chn to write sentences about the picture. Encourage the chn to begin their sentences with noun phrases. Encourage them to look at the different features in the picture and use differentiated success criteria (range of conjunction – and/but/because, correctly formed ascender and descender letters, adjectives)

Guided Reading: Stage 1 'The Seaside'; Stage 2 'The Seaside'

Independent/Cross-curricular writing: Non-fiction - A postcard from Morecambe in 1890s or 1950s

Global Links: Seaside holidays around the world

Local links: Visit to Morecambe