

	Literacy	Science	History	Art/DT
<p><b>Wk 1</b></p> <p>(4 days)</p> <p>Tues/Wed: RE focus - Islam</p> <p>Thurs: Plant Sunflowers/ Sunflower day</p> <p>Fri: KS1 Sports Day</p>	<p>Label parts of body and write a caption</p> <p>Link with Sports Day – recount/simple sentences about what they did.</p>	<p><b>Parts of the body:</b> Identify, name, draw and label the basic parts of the human body</p> <p>Play games, sing songs such as <i>Head, shoulders, knees and toes</i>, etc</p>		<p>Draw and label the basic parts of the body – look at proportions of body (use wooden artist dolls)</p>
<b>Entry Point:</b>	<p>Plan a day at the seaside (in school). Use outdoor area and sandpit in playground etc. (Maybe ask to borrow resources from EYFS for the day) Children could experience: Sand castle competition, paddling in the water, rock pool and fishing nets, puppet show, picnic/fish and chips, ice cream, ‘photo board’ to stick your head through, donkey ride (hobby horses) and games on the ‘beach’. Listen to songs of the seaside. Make a souvenir (paint a pebble) to take home and write a postcard of their time at “Millhouse-on-Sea”.</p>			
<p><b>Wk 2</b></p> <p>Phonics Check Week</p>	<p>Writing linked to history – label pictures of bathers today and in Victorian times. Write captions. Use because/but.</p> <p>Other writing links: - Label parts of eye and write a caption.</p>	<p><b>Sight:</b> Parts of an eye and their purpose (eyelid, pupil, iris, eye lash).</p> <p>Items that help us see: eg glasses, telescopes, magnifying glasses.</p> <p>Discuss how the pupil works.</p> <p>Discuss why you must not look at the sun.</p> <p>What happens if we can’t see? Blindness</p>	<p>What was it like in Victorian times? Day trips to the beach.</p> <p>What did people wear? Look at bathing machines.</p> <p>Where did people go? Why didn’t they go to Spain? Transport.</p>	<p>Paint portraits of Victorian bathers and modern bathers.</p> <p>Observational drawings of shells and seaside items.</p>
<p><b>Wk 3</b></p> <p>Phonics Check for absentees</p>	<p>Make puppets and write simple story for ‘Punch and Judy’ – with a beginning, middle and end e.g. First.. Then.. Finally..</p> <p>Other writing links: - Read <i>Green Eggs and Ham</i> – write about your favourite food/things you don’t like the taste of – use because/but - Write simple sentences to describe science investigations and outcomes</p>	<p><b>Taste:</b> Discuss how the surface of our tongue is covered in taste buds.</p> <p>Crisp/ice cream tasting – can you guess the flavour?</p>	<p>What was it like in Victorian times? Entertainment – Punch and Judy, donkey rides, ‘taking the sea air’</p> <p>Look at the first icecreams – called a <i>hokey pokey</i></p>	<p>Make puppets for a Punch and Judy style puppet theatre show</p> <p>Design a new icecream flavour</p>

<p><b>Wk 4</b></p>	<p>The Lighthouse Keeper's Lunch: write a diary entry for Mr Grinling</p> <p>Other writing links: - Write simple sentences to describe science investigations and outcomes</p>	<p><b>Smell:</b> Investigation – guessing different smells</p> <p>Sense of smell can warn of dangers</p>	<p><b>(Geography:</b> where do we find lighthouses? Use geographical terminology: cliff, coast, beach)</p>	<p>Design a picnic for Mr Grinling – what smell could put the seagulls off?</p>
<p><b>Wk 5</b></p>	<p>Grace Darling – simple sentences about why we remember her and/or simple recount</p> <p>Other writing links: - Make a book based on the <i>That's not my...</i> series</p>	<p><b>Touch:</b> Explore different materials and discuss how they feel.</p> <p>Also: How can we protect our skin from the sun?</p>	<p>Why do we remember Grace Darling?</p>	<p>Make a lighthouse</p>
<p><b>Wk 6</b></p> <p>Thurs &amp; Fri: Music focus</p>	<p>Write simple sentences to describe science investigation – hearing.</p> <p>Other writing links: - link to music days</p>	<p><b>Hearing:</b> Go on a sound walk indoors and outdoors.</p> <p>Discuss how sounds travel through the air in waves and that sounds are vibrations</p> <p>Investigate: Can sound travel along a piece of string? Create cup telephones joined by a piece of string. Can you make sounds louder?</p> <p>Discuss deafness, sign language and hearing aids</p>		<p>Work linked to music days: e.g. - Sounds of the sea, sounds linked to seaside poem/ picture. <a href="http://www.bbc.co.uk/programmes/b03g6tr1">http://www.bbc.co.uk/programmes/b03g6tr1</a> - Making instruments - Hearing different sounds: high/low, loud/quiet, fast/slow</p>
<p><b>Wk 7</b></p> <p>(4 days)</p>	<p>Poetry: Write senses poem about the seaside. I see.... I hear... Etc.</p> <p>Other writing links: Label senses and associated body parts and write simple captions e.g. You use your eyes to see.</p>	<p><b>Assess:</b> Can you name 5 senses and say which part of the body is associated with each sense? Label a picture of a person and write a caption.</p>		<p>Painting: illustrate senses poems</p>