

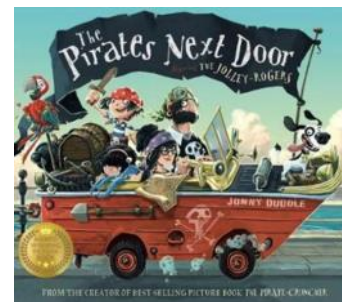
# Summer 2—What would it be like to live near the sea?

Key Questions	
What should I already know?	<ul style="list-style-type: none"> <li>I can identify the continents and oceans of the world</li> <li>I can identify human and physical features</li> <li>Common holiday destinations and leisure activities</li> </ul>
What did Victorians used to do at the sea side?	Very similar to what we do now! Swimming, bathing, building sandcastles, riding donkeys. They also used to watch Punch and Judy shows.
How have seaside holidays changed since the Victorian times?	<p>Most families went to the seaside because embracing sea air was deemed as being healthy. It wasn't fashionable to sunbathe, instead they often used to go fully clothed.</p> <p>They believed sea bathing used to be good for you. Victorian people were very modest and fully clothed at all times.</p>

## Key Vocabulary

sea bathing	Swimming in the sea, often in a protected enclosure
bathing machines	A beach hut style carriage that allowed people to get changed in them, they were pulled to the water by horses
promenade	Paved public walk along the seafront
Punch and Judy	A traditional puppet show featuring Mr Punch and his wife Judy

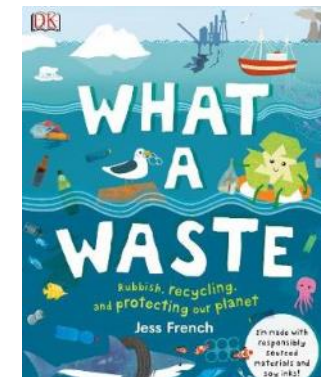
## Literacy key texts



Pirates Next  
Door



Big Book of the  
Blue



What a waste



## Science

- To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- To identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- To know how animals find their food.
- To name some different sources of food for animals.
- To understand and can explain a simple food chain.

## History

- I can identify and discuss changes to seaside holidays (Victorian Times)
- I understand who James Cook is and what he is known for.

## Geography

- To recognise human and physical features of the seaside.
- To understand the impact of human activity on the seaside and oceans.

## DT

- To create a under the sea diorama (a 3D model representing a theme)
- To use sliding models.
- To use the claw technique then cutting.
- To use the kneading technique during food preparation.

## Maths

- To begin to recognise hundreds, tens and ones in 3-digit numbers.
- To recall methods to add and subtract 2-digit numbers.
- To order and arrange combinations of mathematical objects in patterns and sequences.
- To use mathematical vocabulary to describe position, direction and movement and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- To tell the time to the nearest 5 minutes.
- To compare and sequence intervals of time.

## English

- To recognise the structure of non-fiction texts, in particular the features of an information text.
- To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and traditional tales.
- To continue building up a repertoire of poetry.
- To apply suffixes er, est, ing, ed, ness, ment, ly.
- To understand the use of apostrophes for contractions and possession.