

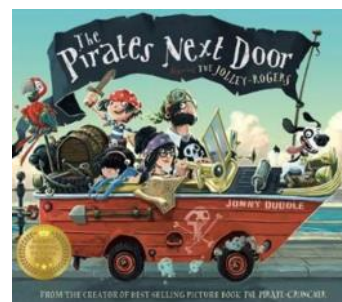
Summer 2—What would it be like to live near the sea?

Key Questions	
What should I already know?	<ul style="list-style-type: none"> I can identify the continents and oceans of the world I can identify human and physical features Common holiday destinations and leisure activities
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> <p>Some beaches were divided up so men and women had their own beaches.</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 understand pushes and pulls and their impact on movement in making things move faster or slower.
- To understand that things can move in different ways.
- To understand that pushing and pulling can change the shape of things.

History

- I can identify and discuss changes to seaside holidays (Victorian Times)
- I can explore why people would choose different holiday locations.

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 describe movement and turns.
- To use the language of position.
- To complete shape patterns with turns.
- To consolidate the 2, 5 and 10 times tables.
- To consolidate understanding of place value to 100.
- To consolidate knowledge of telling the time.
- To consolidate knowledge of finding fractions of shapes, lengths and amounts.

English

- To recognise the structure of and write a persuasive letter, narrative and poetry.
- 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.