

	Suggested Activities	Enrichment Activities	Writing Opportunities	Numeracy-Application of skills	Speaking and listening	Assessment
English	<p><b>Genres Covered</b></p> <p>Poetry - write a new version of If you were a carrot</p> <p>Diary entry (recount) from Lights on Cotton Rock</p> <p>Narrative - retell a story GDS add speech and experiment with speech punctuation.</p> <p>Persuasive letter</p> <p><b>Key text/stories:</b></p> <p>Lights on Cotton Rock by David Litchfield</p> <p>Flotsam by David Wiesne</p> <p>Poetry <i>If You were a Carrot</i> by Berlie Doherty</p>	Visit to the library	<p><b>SPaG:</b></p> <p>revisit simple past tense</p> <p>past progressive tense</p> <p>Use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Experiment with simple figurative language.</p> <p>Continue with expanded noun phrases.</p> <p><b>Reading:</b></p> <p>Talk about own views, the subject matter and possible meanings in poems.</p> <p>Identify and discuss simple poetry patterns and structures.</p>		<p>Ask relevant questions to extend their understanding and knowledge during shared reading.</p> <p>Articulate and justify answers, arguments and opinions within comprehension.</p> <p>Oral rehearsal of sentences before writing and read back to a partner to check for sense.</p> <p>Use of TTYP - children to show interest and respond accordingly.</p> <p>Drama to demonstrate.</p> <p>Hot Seating to explore characters.</p>	
Maths	<p><b>Units Covered</b></p> <p>Multiplication &amp; division</p> <p>Length &amp; height</p> <p>Capacity &amp; temperature</p> <p>Time</p>				When answering questions verbally, children respond in full sentences. Teacher to model at all times.	

	Problem solving & efficient methods Fractions Statistics				Use of sentence starters on the maths working wall to help begin verbal reasoning answers.	
Science	Make light house - electrical circuits to make functioning lighthouse.  Identify and compare: Explore suitability of materials for particular uses Changing shape of materials - Ferris Wheel  Observe and classifying: Sort materials by their properties an appropriateness for use - making the Ferris Wheel	Make own flashing lighthouse.  Test circuits (science clips)	Lighthouse Keeper's Lunch		Ask questions to formulate investigations. Make statements about what they observe.	
History	Grace Darling - explore the life of and her role in a historical event William Wouldhave - the importance of his design of the 1 <sup>st</sup> lifeboat Seaside holidays	Souther Lighthouse/ visit - geographical features.  Internet research	Write an information leaflet about South Shields. Inferences from historical pictures. Diary entry - recounting events involving Grace Darling	Dates and timelines	Use of role play. Ask questions about a topic to carry out historical enquiry.	
Geography	Coastal areas on a map. Grid references using compass directions.	Lighthouse/beach - Human and physical features.	Design a poster to attract tourists using persuasive language.	Make our own maps. Co-ordinates.	Ask questions about a topic to develop a line of enquiry.	

	Identify symbols on a map and construct a seaside map, including a key. Coastal vocabulary.			Tally chart and graphs.	Present findings to the class/group/partner.	
Art	Seaside collage. Using textures and materials to build up pictures. Drama - rescues	Real life observational drawings from visits. Explore online art galleries.		Sculpture in 3D Clay houses	Describe how a piece of art makes them feel to class/group/partner Explain how they constructed/made/developed/improved a piece of art.	
Music	Sea shanties. Percussion instruments	Play music using real life instruments and digital ones. Singing with peripatetic teacher Mrs Larkin			Use of clear diction to sing clearly. Use of mouth shape to form words loud or quiet as appropriate. Listen to the teacher then copy back lyrics, warm up sounds etc..	
D/T	Make lighthouse - using appropriate materials and electricity.	Make own flashing lighthouse.	Plan and evaluate designs.	Making a moving monster	Describe processes to class/group/partner.	
RE	What can we learn from the story of Venerable Bede? What can we find out about our local faith communities?	Drama. Visit St Paul's	What makes a good leader?		Ask relevant questions at St Paul's. Present findings/thoughts etc to class/group/partner	
PE	Yoga with Blue Jay Ball skills					

PHCE	<p>How do we feel when we help people? Money- how to keep money safe.</p> <p>Links to RNLI/lifeguards and our own safety.</p>	<p>How can we help others in the community? Understand how our behaviour can affect others.</p>	Write pledges about helping others.		<p>Use of circle time, taking turns to speak, listening and responding appropriately and not all talking at once. Showing good manners with <i>please</i> and <i>thank you</i> etc. Showing an interest in the other speaker.</p>	
ICT	<p>Programming A - Robot algorithms</p> <p>Programming B - An introduction to quizzes</p>				<p>Giving clear verbal instructions prior to programming robots. Following clear instructions or asking for the instructions to be made clearer.</p>	
Global Links	<p><b>Community influence-</b> Cleanliness of sea and beach - arrange a beach litter pick.</p> <p>First recognised lifeboat RNLI Position of St Paul's Monastery and church and links to other areas.</p>					
Career links and eco links	Interview lighthouse tour guide/ ice cream shop worker.				<p>Asking relevant questions. Being and showing interest in the person being interviewed. Respond</p>	

					appropriately to answers.	
--	--	--	--	--	------------------------------	--