


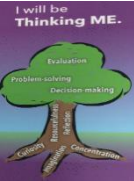



<div>SEASIDE CURRICULUM</div> <div></div>		<div>SPIRITUALITY ENVIRONMENT ARTS SPORT & WELLBEING INSPIRATIONAL PEOPLE AND PLACES DIVERSITY ENTERPRISE AND TECHNOLOGY ENVIRONMENT</div>		<div>GRACE INTEGRITY ASPIRATION</div>		<div>REFLECTIVE THINKING EFFECTIVE COMMUNICATION RESILIENCE PROBLEM SOLVING INDEPENDENCE COLLABORATION DECISION MAKING CREATIVITY</div>		<div>POWERFUL LEARNING ATTRIBUTES</div> <div></div>	
	AUTUMN		SPRING			SUMMER			
	To The Rescue	Traditional Tales BOOK STUDY Jack and the Beanstalk Cinderella The Little Red Riding Hood	Jurassic Giants	Julia Donaldson AUTHOR STUDY Tabby McTat The Gruffalo The Smartest Giant in Town		Sunny Southbourne	Planet Phonics	Oliver Jeffers AUTHOR STUDY Lost and Found How to catch a star	
Core Value	Grace	Integrity	Aspiration	Grace		Integrity	Aspiration		
Powerful Learning Attributes	Effective Communication Reflection	Creativity Decision Making	Problem solving Resilience	Collaboration Independence		Resilience Creativity	Decision making Collaboration		
Seaside Curriculum	INSPIRATIONAL PEOPLE AND PLACES	SPIRITUALITY	ENVIRONMENT	ARTS		ENTERPRISE AND TECHNOLOGY	SPORT AND WELLBEING		
Brilliant Beginning	Letter from the Coastguards	Story bag with clues from well- known traditional tales	Brilliant Beginning: Dinosaur 4D+ Cards	Explore selection of Julia Donaldson books from school and home		Walk around local area	Landing on a planet	Oliver Jeffers Artwork	
Fantastic Finale	Superhero dressing up/talent show	Book Look- Invite year group	Dinosaur Museum	Tuckton Library		Role play morning	Phonics Quiz	Book Look	
Visitors and visits	Real life superheroes	Storyteller	Dorchester Dinosaur museum	Library		Beach School/local visit		Library	
Key texts	Supertato	Jack and the Beanstalk Cinderella The Little Red Riding Hood	Harry and his bucket full of dinosaurs	The Gruffalo The Smartest Giant in Town Tabby McTat		Sally and the Limpet		Lost and Found. How to catch a star.	
English	Reading Word reading and classification <ul style="list-style-type: none">Recognise and read an increasing number of familiar sounds.Blend familiar phonemes and graphemes in order to read independently.Use their knowledge of familiar sounds to decode and segment polysyllabic words.Recognise words that cannot be sounded out through a rich diet of daily reading, guided reading sessions, whole class reading and 1:1 reading at home.With a finger, track sentences when reading 1:1, small group and whole-class sessions.Be encouraged to read aloud during 1:1, guided and whole-class reading sessions.When asked, locate familiar word types (adjective, noun and verb) and explain how they know which word type it is.When asked, locate words that contain previously taught graphemes, suffixes or subject related content.When asked, locate age related punctuation: question and exclamation marks.			Inference and comprehension <ul style="list-style-type: none">Link what they read or hear to their own experiences.Become confident with traditional tales and fairy stories and identify their characteristics.Recognise and join in with predictable phrases.Learn some rhymes and poems by heart.Discuss titles and covers.Make predictions based on key aspects within the text.Make inferences based on what they have read and make inferences from what has been read to them: For Example: <i>Why did the animals write a letter to the Giant?</i> <i>They gave the Giant a crown. Why was this a good choice for a present?</i>Participate in discussions about characters, plot, narrative and genre and share their personal opinion about a text.Recognise the common features of a non-fiction text and identify when a text is fictional or not by labelling common features of either genre. I.e. <i>“Fiction has made up characters but nonfiction is about real things”</i>.					
	Composition <ul style="list-style-type: none">Completes sentences orally before writingSequences sentences to form short narrativesWrite a full narrative from a story mapRe-reads their writing to check it makes sense		Sentence structure <ul style="list-style-type: none">SVOClause – conjunction – clause structureQuestionsExclamations		Words/Vocabulary phoneme question mark grapheme digraph trigraph rhyme sound blend segment sentence word read punctuation		exclamation mark emotion plural genre character authour poem script cover adventure story poem blurb feeling		Punctuation <ul style="list-style-type: none">Capital letterFull stopQuestion markExclamation markCapital for pronoun I

	Writing <ul style="list-style-type: none"> Talk for Writing: <i>Beginning, Middle and End</i> of Supertato Word building using phonics, focussing on letter formation Letter to super heroes and Coastguard 	<ul style="list-style-type: none"> Talk for Writing: <i>Edit and Innovate</i> Tradional Tales Letter Writing Sequence events 	<ul style="list-style-type: none"> Poetry Recounts Letter Writing to a dinosaur 	<ul style="list-style-type: none"> Talk for Writing: Julia Donaldson stories: edit, innovate and publish 	<ul style="list-style-type: none"> Talk for Writing: Sally and the Limpet: edit, innovate and publish 	<ul style="list-style-type: none"> Talk for Writing: Oliver Jeffers stories edit, innovate and publish
	Spelling <ul style="list-style-type: none"> Recap Letters and Sounds phase 3, 4 Teach Letters and Sounds phase 5 Suffixes – ed and ing Prefix – un Plural rules for s and es 		Tricky Words the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	Handwriting <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 		
Maths	Number: Place Value (0-15) Counting forwards and backwards One more/one less Equal, most, least	Number: Addition and subtraction Number bonds and related subtraction facts within 10 Read write and interpret number sentences One step problems (+ and -) Geometry and shape: 2D and 3D shapes Recognise and name common 2D and 3D shapes	Number: place value (0-20) Counting forwards and backwards from any given number Count, read and write numbers to 20 in numerals and words Identify and represent numbers using resources and pictorial representations More/less/equal to Number: Addition and subtraction Number bonds and related subtraction facts to 20 Read, write and interpret number sentences using numbers to 20 (+ and -) Add and subtract one and two digit numbers Solve one step problems – concrete, pictorial, abstract	Number: Place value to 50 Count forwards and backwards from any given number One more/one less Identify and represent numbers (concrete, pictorial, abstract) More/less/equal Count in 2s, 5s and 10s Measurement: length and height MEasure and begin to record length and height Compase, describe and solve problems using length and height Longer, shorter, equal Measurement: weight and volume Measure and begin to record mass/weight, capacity and volume Compare, describe and solve problems using mass/weight Heavier, lighter, equal	Number: Multiplication and division Count in multiples of 2, 5 and 10 Solve one step problems using multiplication and division Use concrete, pictorial and abstract Use arrays with support Number: Fractions Recognise, find and name a half of an object, shape or quantity Recognise, find and name a quarter of an object, shape or quantity Compare, describe and solve problems using length and height (double/half) Compare, describe and solve problems using mass and weight (double/half) Geometry: position and direction Describe position, direction and movement including whole, half, quarter and three quarter turns	Number: Place value (0-100) Count forwards and backwards to and across 100 Count, read and write numbers to 100 One more/one less Identify and represent numbers using concrete, pictorial abstract Use the number line Use language of more, less, equal Measurement: Money Recognise and know the value of coins and notes Measurement: Time Sequence events in order using specific language Recognise and use language relating to dates Tell the time: o clock and half past Compare, describe and solve problems Measure and begin to record time
RE	<u>What do Christians believe God is like?</u> Christians believe in God, and they find out about him in the Bible. Identify what a parable is. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Recognise a link between the story of the lost son and the concept of God as a forgiving Father. Give examples of ways in which Christians show their belief in God as loving and forgiving. Christians worship God and try to live in ways that please him. Give examples of how Christians put their beliefs into practice in worship. Reflect on what can be learnt from the story of the lost son.	<u>Why does Christmas matter to Christians?</u> Christians celebrate Jesus’ birth Advent for Christians is a time of getting ready for Jesus’ coming.. Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary. Give a clear, simple account of Jesus’ birth and why Jesus is important to Christians. Recognise that stories of Jesus’ life come from the Gospels. Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.	<u>What is the good news Jesus brings?</u> Tell stories from the bible and link with the concept of good news. Understand what the bible says about forgiveness. Give examples of ways in which Christians follow the teachings of forgiveness and peace in the bible. Give examples of how Christians put their beliefs into practice.	<u>Why does Easter matter to Christians?</u> Recognise that incarnation and salvation are part of the big story of the bible. Tell stories of Easter from the bible and recognise a link with salvation. Explore emotions in relation to the story of Easter. Give examples of how Christians show their beliefs about Jesus’ death and resurrection at Easter. Ask questions about the Easter story. To think about whether the Easter story has anything to say about hope and/or heaven.	<u>Rosh Hashanah and Yom Kippur</u> Rosh Hashanah and Yom Kippur are Jewish celebration. At the beginning of Rosh Hashana, Jewish Rabbis blow the shofar to mark the start of 10 days of saying sorry for things you want forgiveness for over the past year. Forgiveness means letting go of something and moving on. During Rosh Hashana, Jewish families have a special meal. During Rosh Hashana, Jewish people make plans for things they want to achieve over the coming year. The 10 day period is between Rosh Hashana and Yom Kippur. Yom Kippur is a time of reflection. Some Jews wear white and fast during this time.	<u>Is Shabbat important to Jewish children?</u> Talk about special days and special meals. Use the correct names for things that are special to Jewish people during Shabbat and explain why. Make a connection between being Jewish and decisions about behaviour.

PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	
	<ul style="list-style-type: none"> • They are special and safe within the class. • They belong to a class. • They have rights and responsibility to keep them safe. • They have their own opinion. • The actions they take have consequences. • They can make a good choice. 	<ul style="list-style-type: none"> • Everyone in their class has a similarity. • Everyone in their class is different. • Bullying isn't nice and how it feels. • They can talk to someone if they are being bullied. • They can make new friends. • Everyone is special and unique 	<ul style="list-style-type: none"> • They can set themselves a goal. • They have a best way of learning. • They can work with a partner. • They can grow their brains. • They have to work harder when things are tricky and not give up. • They can celebrate when they have worked hard. 	<ul style="list-style-type: none"> • There are things they can do to make them healthy or unhealthy. • They can make healthy choices. • They need to keep themselves clean and safe. • There are things we can do to make them feel better when they are poorly. • There are things that can help them to cross the roads safely. • They are happy when they are healthy. 	<ul style="list-style-type: none"> • There are different families in our class. • They can make new friends. • They can touch other people appropriately. • There are people who help us in school and in the community. • They can be a good friend to themselves and others. • They can appreciate people who help them <p>Changing me</p> <ul style="list-style-type: none"> • Their bodies will change as they grow. • They have already changed as they have grown. • They are all different as they grow. • The parts of the body that make us different sexes. • Learning new things can change them, • Change is okay and they have ways of dealing with it. 	
Trickbox	Mirror Mirror, Big Voice	Stand Tall	Breathing Colour & Sunny Side	Floating Cloud	Win Win, Light Bulb	Free Flow
My Personal Best	<div> <div> <div>Social me: Gratitude</div>  </div> <div> <div>Thinking me: Imagination</div>  </div> <div> <div>Healthy me: Self – Belief</div>  </div> </div>					
	<p>Outdoor games: Fundamental skills</p> <ul style="list-style-type: none"> • Begin to move fluently, changing direction and speed easily and avoiding collisions • Know the fundamental movement skills <p>Indoor: Dance</p> <ul style="list-style-type: none"> • Perform movements (which include the 5 basic body actions, using all 3 levels) • Improvise by using verbal and movement prompts • Appreciate their partner dance, and with guidance, describe the actions they are performing 	<p>Outdoor games: Invasion games- Fundamental skills- Football, Netball, Basketball</p> <ul style="list-style-type: none"> • Begin to follow some simple rules of games • Begin to understand and know how to apply skills in simple games <p>Indoor: Gymnastics</p> <ul style="list-style-type: none"> • Manage the space safely, showing good awareness of each other, mats and apparatus • Perform basic shapes 	<p>Outdoor games: Athletics- Fundamentals</p> <ul style="list-style-type: none"> • Learn how to move at different speed for varied distances • Develop a foundation for balance and stability • Develop agility and co-ordination • Develop throwing with accuracy and for distance <p>Indoor: Gymnastics</p> <ul style="list-style-type: none"> • Show a variety of ways of travelling • Begin to use basic gymnastics vocabulary 	<p>Outdoor games: Net/Wall: Fundamental Skills - Tennis</p> <ul style="list-style-type: none"> • Follow the rules of simple games • Apply the fundamental movement skills • Use skills in different ways in simple games • Begin to track the ball- co-ordination • Develop control when hitting a ball • Develop playing over a net <p>Indoor: Dance</p> <ul style="list-style-type: none"> • Perform a short motif (which includes the 5 basic body actions, using all 3 levels) and be introduced to the 3Es – energy, eye focus and extension • Develop a motif, which has been choreographed by teacher, using addition. • Appreciate their peers' dance(s), and with guidance, notice where they are using energy, eye focus and extension; suggest ideas for how and where these performance skills could be used 	<p>Outdoor games: Fundamentals Striking and fielding- Roudners</p> <ul style="list-style-type: none"> • Develop throwing under and over arm • Develop rolling and catching a ball- tracking • Understand roles and positions <p>Indoor: Gymnastics</p> <ul style="list-style-type: none"> • Perform movement phrases with control and accuracy • Use and apply the correct basic gymnastics vocabulary 	<p>Outdoor games: Fundamentals Striking and fielding- cricket</p> <ul style="list-style-type: none"> • Roll and track a ball with accuracy • Develop striking a ball with equipment • Begin to understand how to score points <p>Sports Day and National Schools Sports Week</p> <p>Indoor: Dance</p> <ul style="list-style-type: none"> • Perform a short motif (which includes the 5 basic body actions, using all 3 levels) whilst making use of the 3Es – energy, eye focus and extension appropriately • Develop a motif using addition of more appropriate and cmplex actions. • Appreciate their peers' dance(s), and notice where they are using energy, eye focus and extension; suggest more complex ideas for how and where these performance skills could be used

Science	Seasonal Changes <ul style="list-style-type: none"> Weather diary – recording the weather over a week Everyday materials <ul style="list-style-type: none"> Identify and name a variety of materials Humans <ul style="list-style-type: none"> Identify, name, draw and label body parts Naming and exploring senses 	Seasonal Changes <ul style="list-style-type: none"> Naming and describing the seasons and related weather including how day length varies Seasonal changes – Autumn to Winter Plants <ul style="list-style-type: none"> Identify and name a variety of plants and trees (deciduous and evergreen) using microscopes Adopt a tree 	Seasonal Changes <ul style="list-style-type: none"> Weather diary – recording the weather over a weel Animals <ul style="list-style-type: none"> Identify, name, describe, compare, classify and group animals Identify and name a variety of animals that are omnivore, herbivore and carnivore 	Seasonal Changes <ul style="list-style-type: none"> Observe seasonal changes: Winter to Spring Plants <ul style="list-style-type: none"> Observe adopted tree and record observations 	Plants <ul style="list-style-type: none"> Name basic parts of a plant and describe their basic structure Use microscopes 	Seasonal changes <ul style="list-style-type: none"> Weather diary – record weather Observe seasonal changes: Spring to Summer
Computing (E-Safety week)	Computer Science All about Algorithms (The first steps of coding) <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs 		Digital Literacy Dinosaurs Dinosaur PowerPoint <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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. 		2Simple Create a book <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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 	
History	Changes within living memory <ul style="list-style-type: none"> Grandparents and parents Sequence events in their own lives Compare adults talking about the past Recognise differences between past and present in their own and others’ lives, e.g. classrooms, toys Ask questions about the past 		Significant historical events, people and places in their own locality <ul style="list-style-type: none"> Match objects to people of different ages Find answers to simple questions about the past from sources, e.g. artefacts and photos Use stories (Fossil girl) to distinguish between fact and fiction Explain why Mary Anning was significant <p><i>Who was Mary Anning? Why was she important?</i></p>			
Geography	How does the weather affect our lives? Locational and place knowledge <ul style="list-style-type: none"> Introduce the world’s 7 continents and 5 oceans Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Human and physical geography <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Fieldwork and map skills <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds 		What is the Jurassic Coast? Human and physical geography <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Fieldwork and map skills <ul style="list-style-type: none"> Use aerial photographs to recognise landmarks and basic human and physical features; introduce simple compass directions and locational and directional language 		What is the geography of where I live? Locational and place knowledge <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Human and physical geography <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to human and physical features Fieldwork and map skills <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries Use aerial photographs to recognise landmarks and basic human and physical features; Introduce simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	

DT	Textiles		Cooking and Nutrition		Cooking and Nutrition	
	Resistant Material <ul style="list-style-type: none">Junk Model vehicle		<ul style="list-style-type: none">Taste different foods that a carnivore or herbivore would eat.		<ul style="list-style-type: none">Desing, create and evaluate a smoothie– Looking at Fruit and Vegetables	
Art & design	Use a range of materials (junk modelling) creatively to design and make products	To use painting to develop and share ideas, experiences and imagination.	Use sculpture (lego and building blocks) to develop and share ideas, experiences and imagination	Develop techniques, including control and use of materials (e.g. watercolours, sand, cotton wool, chalk, pencil), with creativity, experimentation and increasing awareness of different kinds of art, craft and design	Learn about great artists, architects and designers in history through paint.	
Music	Voices Foundation focus; Unit 1-8 pitch/rhythm/dynamics <ul style="list-style-type: none">Use voices expressively and creatively by singing songs and speaking chants and rhymes	Christmas presenttions <ul style="list-style-type: none">use their voices expressively and creatively by singing songs and speaking chants and rhymes	Dinosaur Project – focussing on Pulse and Rhythm introducing taa and te-te and using instruments <ul style="list-style-type: none">Use voices expressively and creatively by singing songs and speaking chants and rhymes · play tuned and untuned instruments musically	Exploring instruments through stories of The Gruffalo and other Julia Donaldson <ul style="list-style-type: none">Play tuned and untuned instruments musically · experiment with, create, select and combine sounds using the inter-related dimensions of music.	Voices Foundation focus; Unit 9 –16 phrases, instruments, tempo and rhythmic notation <ul style="list-style-type: none">Use their voices expressively and creatively by singing songs and speaking chants and rhymes · play tuned and untuned instruments musically · experiment with, create, select and combine sounds using the inter-related dimensions of music	Charanga Unit <ul style="list-style-type: none">Use their voices expressively and creatively by singing songs and speaking chants andRhymes · play tuned and untuned instrumentsMusically · listen with concentration and understanding to a range of high-quality live and recorded musicExperiment with, create, select and combine sounds using the inter-related dimensions of music.