

Topic	A day at the seaside	Key Subject focus	DT	Phase	1/2	Cycle no.	2
						Term	Sum 1
Previous learning: My family and My Home - Rec Around the world - Rec				Future learning: Leftover Art – 1/2 Lunch – 3/4 London and New York- 3/4 Planning a Greek Holiday – 3/4 Journey around the UK – 5/6			
National Curriculum objectives				School KPI's			
DT	<ul style="list-style-type: none"> To use the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from To design purposeful, functional, appealing products for themselves and other users based on design criteria To select from and use a range of tools and equipment to perform practical tasks To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria 			<ul style="list-style-type: none"> To use knives and graters safely To recognise the importance of having a safe and hygienic environment in which to prepare food To investigate snacks sold at the seaside and to consider why they are popular To understand that seasonal and daily weather patterns effect the location and success of seaside resorts 			
Geography	<ul style="list-style-type: none"> To name, locate and identify seaside resorts for the four countries of the United Kingdom and their proximity to major cities To use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, ocean, sea, season and weather, port, harbour, arcade, shop, pier To use maps, atlases and digital mapping tools to identify the United Kingdom, its cities and seaside resorts To use simple compass directions To use aerial photographs and plan perspectives to recognise landmarks ad basic human and physical features 						
History	<ul style="list-style-type: none"> To identify changes within living memory, revealing aspects of change in national life 						
Statement of intent: During this topic pupils will learn: <ul style="list-style-type: none"> Learn that the British seaside has been a tourist destination for many years. That the tourist industry has shaped the human geography of British seaside towns and that tourism trends have evolved over time. Learn that a visit to the seaside has always involved food and snacks and that pupils will explore the range of snacks available at a British seaside resort. Evaluate, plan and make a seaside snack. 							
Activities: <ul style="list-style-type: none"> During the unit the children will visit a seaside location. 							
Learning intentions				Tasks			

<p>Week 1: To locate seaside towns around the UK on a map.</p> <p>To identify features of the seaside and what can be done there.</p>	<ul style="list-style-type: none"> • Talk about the seaside with the children and look at pictures of different seaside activities. Make links to family holidays etc. • Draw a picture of their family at the seaside – what might you do there? What would you see? Hear? • On a map of the UK identify where some seaside resorts are located e.g. Bournemouth. Colour these places on a map. • Write a postcard to a member of your family describing a day out to the seaside. • Write a story or create a comic strip of a visit to the seaside. http://home.freeuk.net/elloughton13/seaconte.htm (visit 8 seaside resorts)
<p>Week 2: To know that people have been visiting the seaside for a long time.</p> <p>To think about how seaside activities have changed over time.</p>	<ul style="list-style-type: none"> • Find out about seaside holidays in the past and think about how seaside activities have changed over time. • Draw a picture of a family at the seaside in the past and compare it to the picture of your own family. What is the same? What has changed? Write a sentence describing how it has changed. • Create your own Punch and Judy puppets e.g. stick puppets and create a show. • Write a postcard from a family visiting the seaside a long time ago. What activities would they have done? http://history.parkfieldprimary.com/victorians/victorian-seaside-holidays https://www.youtube.com/watch?v=zWgnpY4L9so https://www.youtube.com/watch?v=syJC7S3_4yg (Punch and Judy show)
<p>Week 3: To identify types of snacks eaten at the seaside and reasons they are eaten there.</p>	<ul style="list-style-type: none"> • Look at pictures of different seaside snacks and talk about why people choose these foods to eat at the seaside. • Create a menu for a seaside snack bar. What food would you sell? Why? How would you package the food? • Find out how rock is made and design your own rock which could be sold at the seaside. • Draw a picture and write a description of which seaside snack you would most like to eat and why. http://www.thesimplethings.com/blog/seaside-snacks https://www.youtube.com/watch?v=L7mx93DY8uE
<p>Week 4: To follow instructions of make a sandwich.</p> <p>To use tools such as knives and graters safely.</p> <p>To develop confidence when spreading butter and fillings.</p>	<ul style="list-style-type: none"> • Make sandwiches using tools such as knives, graters and chopping boards. • Make a variety of sandwiches using different tools for example grated cheese sandwiches. • Talk about staying safe in the kitchen and the importance of good hygiene when in the kitchen. • Make a staying safe in the kitchen poster. • Practice spreading butter on bread. • Write a set of instructions for making your favourite sandwich. https://www.warburtons.co.uk/corporate/teaching-resources/sandwich-making-project https://www.youtube.com/watch?v=w2KxoWtb2VE https://www.essex-fire.gov.uk/homesafety/rooms/Kitchen/kitchen.html

<p>Week 5: To identify different types of fruits and describe their taste and texture.</p> <p>To develop their confidence with a range of tools including knives for chopping.</p>	<ul style="list-style-type: none"> • Identify different types of fruits, why it is important to eat different types of fruit and how we can use them when cooking. • Set up a taste testing activity and encourage the children to taste a range of different fruits, identifying which ones they like or dislike and why. • Make fruit kebabs, demonstrate how to chop the fruit and push them on to a kebab stick or skewer. • Create a poster or PowerPoint presentation about the importance of eating fruit and vegetables. • Research how their favourite fruit is grown. Does it grow on a tree/ bush/ plant? Create an information leaflet about favourite fruit. • Create a bar chart showing the class/ family favourite fruit. <p>https://campaignresources.phe.gov.uk/schools/resources/Food-Detectives-KS1-PP</p> <p>https://www.bbc.co.uk/teach/class-clips-video/william-whiskerson-orchard-fruit/z6xtscw</p>
<p>Week 6: To design and create a seaside picnic including a range of healthy snacks.</p>	<ul style="list-style-type: none"> • Identify which foods could be taken on a family trip to the seaside, what they might be carried in and how they could be kept cool. • Plan a picnic for a family trip to the seaside, identifying what snacks you would take and how you would transport them. How would you stop things from being squashed? • Make your picnic for a family to share for lunch. Remember to follow the staying safe and good hygiene rules you created! Design your own lunch box. Try to include different sections where you could keep different types of food and a way of keeping it cool.

<p>Key vocabulary: beach, cliff, coast, ocean, sea, season and weather, port, harbour, arcade, shop, pier, resort, names of seaside locations e.g. Brighton, Blackpool, Scarborough, Eastbourne, transport – cars, coaches, knives, cutting, chopping, slicing, grating, snack, taste, smell, container, attraction,</p>	<p>Cross curricular links (may link to year before / after within other subjects) English – story writing, role plays Computing – research, PowerPoints PE – seaside games</p>
<p>Resources: (already in school) Digimap, atlases, stories about the seaside, cooking equipment – knives, graters, chopping boards, PPE</p>	<p>Resources: (may need) Cooking equipment Images of the seaside in the past Punch and Judy show to come into school</p>