

Wild Tribe Heroes

# Sami's Lucky Escape

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Curriculum map for KS1

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## **Introduction**

Thank you for downloading this resource.

Here you will find some more suggestions for ideas and activities linked to the National Curriculum, with relevant National Curriculum objectives specified for each year group subject area linked to the Wild Tribe Heroes story, Sami's Lucky Escape.

For ease of use, the National Curriculum objectives are written in green and the ideas in black.

Please do get in touch and show us how you have adapted these ideas and we can post them on the website as an inspiration for others!

## **ENGLISH – YEAR ONE**

Create an area in the classroom, in the outdoor learning area or display wall, which reflects the story setting and message. Include copies of the book and a selection of relevant non-fiction books, illustrations from the book, colouring pages from the book, free-writing tools, toys and manipulatives including a selection of hexagon themed models and shapes, modelling construction materials to create and make elements of the story, art materials, a dedicated computer / tablet / ipad for internet research or to access appropriate internet resources. Reinforce Sami's story in the outdoors area, garden, sand, small-world, music, water and other story-friendly work areas.

**Speaking and listening**

Throughout demonstrate the speaking and listening objectives within discussion and debate:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

<p><b>Writing composition:</b></p>	<p>Write sentences by saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense</p>
	<p>Share the story with the children or use the PowerPoint on the Wild Tribe Heroes website <a href="https://wildtribeheroes.com/teaching-resources/digital-resources/">https://wildtribeheroes.com/teaching-resources/digital-resources/</a>. At each page, discuss the illustrations and ask the children to describe it to a talking partner or to the group before continuing with the story.</p> <p>Ask 'How' and 'Why' questions about, what is happening to Sami. Encourage the children to make comments and ask their own question. During partner talk, encourage the children to listen and respond to one another's comments.</p> <p>Use the illustrations on the slides copy to order the pictures to retell the story in their own words.</p> <p>Discuss the vocabulary used to describe what is happening. What words and phrases help to create really good pictures in our minds, such as e.g. <i>"Soon he was in some really good waves, doing super-cool jumps and having a great time"</i> what word could you use instead of 'good'? Why was it so different from being in a swimming pool? <i>"Another wave came, then another. Sami swam forwards to meet them so they wouldn't crash down over his head"</i> what does this mean? Which way would he be swimming? <i>"He flipped over onto his back and floated for a while like a starfish."</i> How does the use of the word 'like' help tell the story? Explain this is called 'simile'.</p> <p>Provide an illustration or outline drawing from the story - you can use the PowerPoint on the Wild Tribe Heroes website <a href="https://wildtribeheroes.com/teaching-resources/digital-resources/">https://wildtribeheroes.com/teaching-resources/digital-resources/</a> for this. The children discuss the illustration and what is happening at this point in the story before writing their own sentence/s about the picture to retell part of the story. Can they use Y1 vocabulary included in the story, e.g. <i>of, well, back, which</i>, etc. Provide support as required; segmenting words into phonemes to support spelling.</p> <p>Repeat with multiple illustrations to create their own mini book about Sami's Lucky Escape. Encourage the children to think out loud, perhaps working with a writing partner to share ideas, drafting and re-reading to check that meaning is clear.</p> <p>Role-play the story either indoors or outdoors, or using toys and models, taking photographs of the action. Link to computing by using the photographs to retell the story verbally or by adding simple text to the photographs. Present this to the class as a slide show.</p>
<p><b>Writing composition:</b></p>	<p>Discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.</p>

Share the book with a reading partner. Share the reading, **decoding tricky words and discussing meaning of new vocabulary**. Choose a strong word or phrase from each page to use in his or her own writing.

Provide the pictures only: order the pictures. These can be printed off from the PowerPoint on the Wild Tribe Heroes website <https://wildtribeheroes.com/teaching-resources/digital-resources/> for this activity.

Describe what is happening in each picture to retell the story to a partner. Some children may like to use objects, models and toys to verbally retell the story in order. They can film or record each other, linking to computing or to record progress.

Provide additional copies of the book to take home to read as a family, encouraging the children to share and discuss the main messages to their parents.

Print out key sentences from a page or from across the story for the children to order to match the pictures and order the story.

Tell parts of the story in turn, acting out the story for drama or for an assembly to share the message with the whole school. This can be supported using props made during art and design or DT.

Share their own writing with the class or trusted learning partner, 'reading' or retelling their story out loud.

## ENGLISH: YEAR TWO

**Speaking and listening**

Throughout demonstrate the speaking and listening objectives within discussion and debate:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.



<b>Reading</b>	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	<p>Share the story with the children either using the book. At each page, discuss the story so far. What do they think is going to happen in the story? Ask ‘How’ and ‘Why’ questions about what is happening to Sami, justifying their answers using information and evidence from the illustration and text.</p> <p>Encourage the children to make comments and ask their own question. During partner talk, encourage the children to listen and respond to one another’s comments and explain and discuss their understanding of the story.</p>
	<p>Highlight and discuss the vocabulary used to describe what is happening. What words help to create really good pictures in our heads, such as the “he lay looking up at the blue sky, his arms and legs spread wide, his hands and feet moving gently” or “helicopter scanned the sea from above” etc.? Can you find any adjectives and how do these help the description, e.g. <i>big long strides, sandy dunes, gentle waves</i>? Add their own adjectives, or add alliteration to selected sentences. What effect does this have on the reader and how might they change the imagery of the sentence by changing the adjectives, e.g. ‘slipping, sliding strides’ instead of ‘big long strides’?</p>
	<p>Pick a page from the book and identify all the descriptive words e.g. noun phrases, adjectives and adverbs that describe a setting or part of the setting or action in the story. Explore these by changing one at a time to see what effect it has on the meaning and imagery of the story.</p> <p>Use a digital copy of the associated image for the children to record the powerful words and phrases on to use in their own writing, e.g. can they use just these words to create a poem?</p>
	<p>Read the other books by the same author in the series (in shared and independent reading). Compare similarities and differences and express personal response. Find out more about the author using <a href="http://wildtribeheroes.com">wildtribeheroes.com</a>.</p> <p>Draw attention to features of the author’s style, talking about a text and explain their reaction to it.</p> <p>Discuss and agree on features of the author’s style and a favourite to recommend to the class.</p> <p>Pose and answer questions about particular characters and look for evidence of change during the course of the story.</p> <p>Write questions for the author to find out about the background and stimulus for her stories.</p>
<b>Writing - composition</b>	Should include: narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry, writing for different purposes.

	Write the story in a different form, such as a newspaper report, instructions or poster about water and beach safety, simple chronological report using <i>first, next, then</i> and <i>finally</i> , write a fact file or non fiction information booklet about beach safety and the need to 'Float to Live'.
	Write the story from a different point of view, such as one of the sea birds. Plan and write a story about Sami using the past tense, third person <i>he, him, his, himself, it, its, itself, they, them, their, theirs,</i> and <i>themselves</i> and some dialogue and detail to add interest.
	Use alliteration and powerful words to write simple descriptive phrases or non-rhyming poems, following the reading activity identifying these.
	Write a 'cartoon' or storyboard versions of the story adding speech bubbles to a sequence of illustrations (either provided or self drawn) retelling the story in their own words using speech form only.
	Use the title of the book to plan and tell stories based on their own experience or research beach and river safety, e.g. the availability of lifeguards, throw lines and rings. Use the structure from shared writing to write their own complete stories highlighting the implications for not making the right decisions at the beach, and putting a case for taking action, such as planning a beach or water safety themed assembly to raise awareness, or writing to the RNLI representatives to invite them into the school to give a talk, explaining that they had been inspired by the Sami story, etc.
	Poetry and rhyme: after reading a selection of patterned or rhymed texts, compose their own versions, by adding words or phrases to a given beginning, following a specific pattern or within an given modelled frame, e.g. <i>The [ ] splash of the waves, rose up out of the [ ] and suddenly Sami was [ ]</i> etc. or based on Sami's senses – what could he see, hear, feel and taste?
<b>Composition</b>	After watching the film RNLI: How to stay SAFE on the beach, BBC Newsround: <a href="https://www.youtube.com/watch?v=5LkpG11DIPg">https://www.youtube.com/watch?v=5LkpG11DIPg</a> write letters or plan a Float to Live campaign.
<b>Writing - composition</b>	Children should consider what they are going to write before beginning by planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence.

	<p>Use drama and role-play to develop and order their ideas through playing roles and improvising scenes from the story to support writing. This can be recorded to support evidence of progress, a simple script could be written using key and new vocabulary or used the role-play and drama to present as an assembly.</p> <p>Extend the reading activity above (identifying descriptive words and phrases) by considering the opposites in meaning. Re-write a version of the part of the story that includes these opposites, e.g. a description of the waves. How does it change the story? Illustrate the new and different setting.</p>
<b>Writing - composition:</b>	<p>Some children may be able to use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>).</p> <p>Look for examples of subordination using <i>and, but</i> in Sami's Lucky Escape, e.g. 'but every now and then', 'but he was too weak' etc. then use these examples in their own writing or speech as 'subordination word of the day. Re read the story and see where they might add more detail, using 'or'.</p>
<b>Writing - composition:</b>	<p>Children should make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils, re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form, proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p> <p>Write a caption for one of the pictures from the book in a complete sentence with a capital letter and full stop. Use the PowerPoint on the Wild Tribe Heroes website <a href="https://wildtribeheroes.com/teaching-resources/digital-resources/">https://wildtribeheroes.com/teaching-resources/digital-resources/</a> for this, adding text digitally using computing.</p>
<b>Writing - composition:</b>	<p>Children should read aloud what they have written with appropriate intonation to make the meaning clear. They should use sentences with different forms: statement, question, exclamation, command, using expanded noun phrases to describe and specify [for example, the 'fresh summer air,' 'beautiful wildflower meadow,' 'sweet nectar,' etc.] and the present and past tenses correctly.</p> <p>Choose one setting from the book and write a list of descriptive words – now use those words to describe a different or opposite setting e.g. on the first page we see Sami in the car, before reaching the beach '<i>running in big long strides down the sandy dunes</i>' etc.</p> <p>Link to ICT by finding, copying and pasting a beach scene photo to create a postcard to send to someone, explaining what you are doing there and what it is like.</p> <p>Write a set of instructions (including illustrations), which show people how to stay safe at the beach, e.g. using the flag illustrations explain their meaning and the implications of them</p>

## MATHEMATICS: YEAR ONE

Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Geometry: position and direction
<p>Practise counting (1, 2, 3...), ordering (for example, first, second, third...), or to indicate a quantity (for example, waves, shells, using illustrations from the book. When reading, writing, counting and comparing numbers up to 100, use images from the book.</p>	<p>Memorise and reason with number bonds to 10 and 20 e.g. <math>9 + 7 = 16</math>; <math>16 - 7 = 9</math>; <math>7 = 16 - 9</math> using images from the book.</p> <p>Combine and increase numbers, counting forwards and backwards using the illustrations in the book as a starting point</p>	<p>Use elements of the book to demonstrate grouping and sharing small quantities for example doubling numbers and quantities or finding simple fractions of objects, numbers and quantities. <i>E.g. number of waves, boats on the horizon, shells on the beach, Sami's boat, flags</i></p>	<p>Use elements of the book to teach half and quarter as solving problems using shapes and bee themed objects (and quantities) e.g. find half a length, quantity, set of objects or shape.</p>	<p>Use measuring tools such as a ruler, weighing scales and containers.</p> <p>Explore capacity measures. How deep does the water have to be before Sami can no longer touch the bottom?</p>	<p>Use shape names to describe the objects in the story. Give each child a shape and when they see it in the story or illustration then they hold it up, e.g. oval, semicircle, cone, cuboid, Discuss the shapes in the illustrations.</p>	<p>Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside to describe Sami's position</p>

**MATHEMATICS: YEAR ONE continued**

Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Geometry: position and direction
<p>Practice counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system using images from the book. For example count each wave as a multiple, e.g. 10 / 20 / 30 etc.</p>	<p>As the book is read, discuss and solve problems using mathematical language, including put together, add, altogether, total, take away, distance between, difference between, more than and less than.</p>	<p>Use flags, waves, shells and boats as illustrations for arrays, number patterns, and counting in twos, fives and tens.</p>	<p>Use a map of the setting in the story to show half an area, quarter of an area. Use flag illustrations to identify half / quarter etc. e.g. <a href="https://resource-bank.scholastic.co.uk/resources/147716">https://resource-bank.scholastic.co.uk/resources/147716</a></p>	<p>Use the language of time, including telling the time throughout the day, first using o'clock and then half past to describe what is happening in the story.</p>	<p>Explore rectangles using flags. Explore the properties of 'irregular' shapes with 4 sides e.g. wavy flag shape.</p> <p>Sami floats like a star shape. Explore the properties of star shapes.</p>	<p>Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face, to describe Sami turning in the water to look for the shore or for rescue, before floating.</p>

**MATHEMATICS: YEAR TWO**

<b>Number and place value</b>	<b>Addition and subtraction</b>	<b>Multiplication and division</b>	<b>Fractions</b>	<b>Measurement</b>	<b>Geometry: Properties of shapes</b>	<b>Statistics</b>
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<p>Using materials and a range of representations based on the story, practise counting, reading, writing and comparing numbers to at least 100 and count in multiples of 2, 5 and 10.</p>	<p>Practice addition and subtraction to 20, checking calculations using the elements of the story as a resource, e.g. strides down the dunes, or how long the river was.</p> <p>Use flags as illustrations to support this.</p>	<p>Recall multiplication facts, including using related division facts to perform written and mental calculations based on the story in which multiplication and division relate to grouping and sharing E.g. multiplying or doubling numbers of waves etc.</p>	<p>Use fractions as 'fractions of' quantities, solving problems using shapes of objects from the story. For example: using worksheets divide a picture of an into half, adding multiple halves to create whole e.g. 6 half flags to create 3 whole flags</p>	<p>Compare measures, including simple multiples such as 'half as high'; 'twice as wide', 'twice as deep' to describe the waves, or beach or elements of the setting in the story.</p> <p>Use the 'Did you know' page in the book for maths information.</p> <p>How deep did the water need to be for Sami to be out of his depth?</p> <p>How far out from shore did he travel?</p>	<p>Name common shapes that appear in the story.</p> <p>Draw lines and shapes to illustrate the story using a straight edge or freehand to discuss shape names when drawing or illustrating the story.</p> <p>Draw lines to show Sami's floating journey from the beach towards the island.</p>	<p>Collect data related to beach rescues, e.g. how many rescues a day on a particular beach? How many lives saved? How many rescues? How many beaches the RNLI operate from etc. The RNLI publish operational statistics each year.</p>
<p><b>Number and place value</b></p>	<p><b>Addition and subtraction</b></p>	<p><b>Multiplication and division</b></p>	<p><b>Fractions</b></p>	<p><b>Measurement</b></p>	<p><b>Geometry: Position and Direction</b></p>	<p><b>Statistics</b></p>

<p>Use images or models and manipulatives from the book to support partitioning, e.g. flags or shells or waves, in different ways, e.g. 23 flags = 20 + 3 or 23 flags = 10+13.</p>	<p>Practice number bonds to 10, 20 and 100 by collecting 10, 20 or 100 found objects, e.g. 1+9 or 12+8 or 30 + 70 or use chalks on the playground to calculate.</p>	<p>Use 2, 5 and 10 other multiplication tables to count objects from the book in multiples,</p>	<p>Use fractions as 'fractions of' quantities, solving problems using objects and quantities of objects from the story. For example: using worksheets with even numbers of flag / wave / boat images and find half and quarter of quantities.</p>	<p>Add telling the time to the story by showing it on analogue clocks on post it notes in the pictures in the book.</p>	<p>Use the language of angles to describe Sami's movements in the water looking for the shore, or for help, as a 'turn' by applying rotations, including in practical contexts e.g. children themselves moving in turns, giving instructions to a partner.</p>	<p>Do a school survey about beach safety. How many children have been to a beach? How many children can swim? Etc.</p>
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**KEY STAGE ONE SCIENCE**



Working scientifically	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	<p>Investigate floating and sinking. During the process:</p> <ul style="list-style-type: none"> <li>• ask simple questions about what will happen recognising that they can be answered in different ways</li> <li>• observe what happens in the process, using simple equipment</li> <li>• perform simple tests, e.g. exploring how heavy an object needs to be to sink, or whether the shape affects the way an item sinks, etc.</li> <li>• identify and classifying objects that float and sink</li> <li>• use their observations and ideas to suggest answers to questions</li> <li>• gather and record data to help in answering questions and to provide evidence. Use this to make a wall display (linked to art), newsletter item, or school documentary or film.</li> </ul>
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**SCIENCE: YEAR ONE**

Animals including humans	<ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p>The story describes how Sami used his arms and legs to float.</p> <p>Learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>
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Everyday materials	<ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<p>Explore, name, discuss and raise and answer questions about a wide range of everyday materials so that they become familiar with the names of materials and properties,</p> <p>Work scientifically by performing simple tests to explore questions such as does this float or sink?</p>
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**SCIENCE: YEAR TWO**

Living things and their habitats	<ul style="list-style-type: none"> <li>■ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul>	<p>Humans are adapted for land living. What humans can do to be in the water safely.</p> <p>Survival of living things.</p> <p>Explore the flora and fauna of the seashore.</p> <p>Construct a simple food chain for the beach environment.</p> <p>Describe the conditions of different habitats found on the shore, e.g. tidal zones</p>
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Animals including humans	<ul style="list-style-type: none"> <li>■ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>■ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<p>The need for air to survive and how being in the water is a danger</p> <p>The importance of being able to swim in relation to fitness as well as safety.</p>
Uses of everyday materials	<ul style="list-style-type: none"> <li>• identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and</li> </ul>	<p>As part of a DT challenge, explore suitable materials that float or sink. Design and make a boat that will float.</p>

**FOUNDATION SUBJECTS: KS1**

<p><b>Art and Design</b></p> <p><b>And DT</b></p>	<ul style="list-style-type: none"> <li>■ To use a range of materials creatively to design and make products</li> <li>■ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>■ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>■ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>■ Copy one illustration from the book or colour from a provided template in the same style as the illustrator. Innovate the illustration.</li> <li>■ Use sand and seaweed to create models and images, e.g. scenes from the story, or sea creatures.</li> <li>■ Explore artists such as Alfred Wallis and Monet, to explore paintings of boats and beach scenes.</li> <li>■ Use wet sand to create sand sculptures</li> <li>■ Mark make in wet sand to create patterns of the waves.</li> <li>■ Design a water safety poster</li> </ul> <p>Watch <a href="https://www.youtube.com/watch?v=nO1uRogXxd4">https://www.youtube.com/watch?v=nO1uRogXxd4</a> look at the characteristics and design of the way a lifeboat can be launched, e.g. The caterpillar tracks to stop the tractor from sinking. The buoyancy aids to keep the 'victim' afloat, the use of ropes, pulleys and harness to rescue the victim. Strength of the hull etc.</p>
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**FOUNDATION SUBJECTS: KS1**

<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>■ Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>■ 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.</li> </ul>	<p>Add text to images or create a slide show to show the importance of beach safety and the Float to Live message</p> <p>Use ICT to conduct research about beach safety. E.g. using <a href="https://rnli.org/safety/beach-safety">https://rnli.org/safety/beach-safety</a></p> <p>Use a search engine to find, copy and paste a photo or picture of beach scene onto a 'postcard' (see English)</p> <p>Word-processing e.g. write own page for an information book using digital photographs or to record processes (linking to the science investigations).</p> <p>Use 'Paint' or paint imaging package to create a picture, save and retrieve the image.</p> <p>Use a tablet to record other children working or performing a documentary, play or</p>
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<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>■ Name and locate the world's seven continents and five oceans</li> <li>■ Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>■ 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 and key human features</li> <li>■ Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<p>Use a map to find the five oceans.          Use Google Earth and simple maps to find the location of the nearest beaches to the school. Use simple directions of how to get to there.          Learn where the seaside is located and what can be found there. How 'sea sides' differ, e.g. beaches, estuaries, cliff heads etc. Link this to history and erosion to explain how nothing stays the same, and cliffs and beaches change over time.</p> <p>Imagine you have arrived at a beach. What are your first impressions? What can you see and feel? Use all of your senses. Use the book illustrations to help you. Use vocabulary to describe the human and physical features illustrated in the books. Now draw a map of your beach.          What clues are there about the weather in the book setting?          Play the floating starfish game at the swimming pool, or using a toy in a paddling pool: identify NSEW, in pairs, one child gives instructions to turn to face N, S E or W and the other child follows the instructions (either by turning themselves or turning the toy)          Go on a field trip to the beach, local river or canal and look for safety equipment and signs.</p>
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## FOUNDATION SUBJECTS: KS1

<b>History</b>	<ul style="list-style-type: none"><li>■ Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>■ They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li><li>■ They should use a wide vocabulary of everyday historical terms.</li><li>■ They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li><li>■ They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li><li>■ Changes within living memory. Where appropriate, these should be used to</li></ul>	<p>Explore the history of the RNLI. <a href="https://www.youtube.com/watch?v=SxaGAZ7m1u0">https://www.youtube.com/watch?v=SxaGAZ7m1u0</a> then make a timeline of the major points in the film.</p> <p>Learn about Grace Darling e.g. <a href="https://rnli.org/youth-education/education-resources/lower-primary/topic-pack">https://rnli.org/youth-education/education-resources/lower-primary/topic-pack</a></p> <p>Explore the history of ‘going to the beach’ as a holiday event as part of ‘seaside holidays of the past’ investigation e.g. <a href="https://historicengland.org.uk/services-skills/education/teaching-activities/what-did-people-do-at-the-seaside-in-the-past/">https://historicengland.org.uk/services-skills/education/teaching-activities/what-did-people-do-at-the-seaside-in-the-past/</a></p> <p>Explore how holidays now differ from those experienced by grandparents.</p> <p>Link to seaside clothing, transport, entertainment, jobs (including lifeguards and coastguards), advertising signs, activities (e.g. surfing), beach toys (e.g. the dangers of untethered inflatables), sunscreen and better sun and water safety awareness.</p>
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<b>Music</b>	<ul style="list-style-type: none"> <li>■ Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>■ Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>■ Experiment with, create, select and combine sounds.</li> <li>■ Play tuned and un-tuned instruments musically</li> </ul>	<p>Create water music using water in different containers. Listen to classical music about the sea e.g. La Mer (Debussy), Sea Pictures (Elgar), Sea interludes (Britten)</p> <p>Use sand paper as a percussion instrument to accompany a song. Write and compose own music that reflects the sound of the sea. Go to the beach and record different sounds, including the flapping of the safety flags. Learn the beach safety song from the RNLI <a href="https://www.youtube.com/watch?v=HmSM_Caw7yw">https://www.youtube.com/watch?v=HmSM_Caw7yw</a></p>
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**FOUNDATION SUBJECTS: KS1**

<b>PE</b>	<p>All schools must provide swimming instruction either in KS1 or 2.</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively such as front crawl, backstroke and breaststroke</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>	<p>During swimming lessons practice self rescue and Float to Live starfish floats.</p> <p>Other activities might include running to the 'sea', capture the flag (using RNLI flag designs) and other beach games.</p>
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**Free Educational resources**

### The Royal National Lifeboat Institution (RNLI)

The RNLI have put together an amazing selection of accessible and inclusive free teaching ideas and materials to help you engage young people with essential – and lifesaving – water safety lessons in schools and youth groups, including videos, guided discussions, problem solving activities specifically tailored for primary and secondary school aged children.

For children aged 3 – 7 year old, the resources include activity packs with teaching ideas to help young people stay safer when they're near the water – whether at the coast, or inland by rivers, canals, lakes and reservoirs. They'll also learn what to do – and what not to do – if they ever see someone in trouble in the water. A Water Safety Passport is introduced and gives children a solid grounding in the RNLI key water safety lessons.

You can access these here: <https://rnli.org/youth-education/education-resources>

### Royal Life Saving Society (RLSS)

The RLSS have compiled a series of free water safety education resources for schools, including a SEND specific pack, in association with the Youth Sports Trust. Simply register your school to gain free access.

The Pre school resources include lesson plans, a presentation with supporting worksheets, and activity, beach flag cards, PE activity cards and other printable resources such as floating and sinking worksheet for this age group.

Cross-curricular Theme Week packs for teachers of children aged 5 – 7, built around a core of PHSE class-based lessons and aligned to the four points of the water safety code are available. These include plans and guidance and associated resources for a whole class delivery. Non-PSHE lesson plans designed to either develop knowledge of water safety or explore aspects of water generally – such as looking at the water cycle, exploring canals and canal boat art and singing sea shanties are also provided. There is an activity map giving a brief overview of the subject specific activities and a list of National Curriculum objectives, ordered by subject and relevant to the Key Stage.

There is also unit in the Welsh language.

You can access the resources here: <https://www.rlss.org.uk/pages/category/water-safety-education>

### The Canal and River Trust



The Canal and River Trust have a series of free downloadable resources, including the Explorers Water Safety Activity Pack for teachers of Key Stages one (in English and Welsh), learning about understanding the risks of rivers, ponds and canals, making informed decisions and recognising, predicting and assessing risk in different situations. It includes water safety posters reinforcing the message to float not swim, and links to English and Science. There are also some pre-school activity sheets.

You can access the resources here: <https://canalrivertrust.org.uk/explorers/resources?subjects%5B0%5D=Water+Safety>

#### The Maritime and Coastguard Agency (MCA)

Simple free resources for parents and carers from the MCA Stay Wise campaign include a workbook, word searches, colouring activities, wrist bands (on which to write your contact number to avoid a lost child scenario).

You can access the resources here: <https://staywise.co.uk/>