

Wild Tribe Heroes

Sami's Lucky Escape

INSERT FRONT COVER IMAGE HERE

Curriculum map for KS2

Contents

Introduction

Key Stage 2

English Y3/4

English Y5/6

Maths Y3

Maths Y4

Maths Y5

Maths Y6

Science Y3

Science Y4

Science Y5

Science Y6

Art and Design

Computing

Design Technology

Geography

History

Music

PE

Languages

More ideas can be found on the Wild Tribe Heroes website here: <https://wildtribeheroes.com/teaching-resources/primaryschoolresources/>

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.

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 3 and 4

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.

Read the book. Apply the above in discussion and debate and public speaking about beach and water safety throughout a themed project.

Use 'Did you know' page to support discussion.

Provide children with a role to play in a debate about safety on the beach and in the water, e.g. a child, a parent, a beach lifeguard, a surf board hire assistant, members of the public, ice cream sales person, local shop keeper, a local councillor or MP etc. Conduct a debate about safety on the beach, including beach rubbish (linked to a wider environmental debate) maintaining the point of view, until it is changed through persuasive talk.

READING

Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Asking questions to improve their understanding of a text.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied.

Identifying the main ideas drawn from more than one paragraph and summarizing these, identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction, e.g. Retrieve and record information from the non-fiction pages of the book or from the Wild Tribe Heroes website <https://wildtribeheroes.com/get-involved/> and use this as a model for their own writing.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Non-statutory: Pupils should be taught to recognize themes in what they read, such as the triumph of good over evil.

Read the book and its important message with family and friends – use this to answer the question: 'How can we enjoy the beach and water safely?'

After watching the film RNLI: How to stay SAFE on the beach, BBC Newsround: <https://www.youtube.com/watch?v=5LkpG11DIPg> to see how the message is being delivered to children and young people, write letters to parents, local councillors, or plan a Float to Live campaign.

Share the story with the children – multiple copies can be provided as shared text reading.
Without detracting from the story, discuss pertinent elements drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.
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.

Highlight and discuss the vocabulary used to describe what is happening. Identify powerful language, such as *Sami exclaimed, He gazed out of the window, spilled out of the car* etc. What effect do adjectives have on the description? What literary forms are used such as repetition for effect: *Another wave came, then another?* What effect does this have on the reader?

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. 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, perhaps to create a poem, rap or song about beach and water safety.

Look at the genre of short stories using Sami's Lucky Escape and other books in the Wild Tribe Heroes series. Explore and investigate the author's use of adverbials and noun phrases to link sentences or paragraphs together. Link to composition by planning and writing a short story with a key message extending sentences and detail by elaboration using of noun / adverbial phrases and conjunctions in the style of the author

Some children may be able to read the other books by the same author in the series (in shared and independent reading), comparing similarities and differences and expressing personal responses to the books.
Identify features of the author's style, talking to a partner (adult or child) about a text and explain their reaction to it. Discuss and agree on features of the author's style and a favourite to recommend to the rest of the class, or another class in the school, e.g. for younger readers.
Pose & answer questions about particular characters and look for evidence of change during the course of the story. Link to composition by writing questions for the author to find out about the background and stimulus for the author's stories. This can be done as a 'hot seat' role-play activity. Write a letter to the author to invite her to speak to your class or school.

COMPOSITION

Throughout, explore and demonstrate understanding of:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Using commas after fronted adverbials
indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech

Re-read Sami's Lucky Escape. Why is there so little speech within the text? Investigate different ways of writing dialogue & re-write elements of the story punctuating direct speech.

Add speech and thought bubbles to the illustrations within the book or rewrite the story as a cartoon using speech, thought and action bubbles. Some children may be able to re-write the story as a play-script using speech and action direction only.

Explore the wider setting described in the book & write dialogue to communicate Sami's feelings about his excitement about going to the beach for the first time, what happens to him or his thoughts. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*.

Use the 'Did you Know' or visit the Wild Tribe Heroes facts page <https://wildtribeheroes.com/teaching-resources/did-you-know/> as an introduction to writing your own non fiction text, to create a presentation as part of an assembly or class discussion about water and beach safety in order to understand and learn from its structure, vocabulary, grammar discussing & recording ideas.

Retrieve & record information from the non-fiction pages of the book or from the Wild Tribe Heroes website <https://wildtribeheroes.com/get-involved/> & use this as a model for their own writing.

Use the 'Be a Wild Tribe Hero' in the book or visit the Wild Tribe Heroes website <https://wildtribeheroes.com/get-involved/> to explore instructions and explanations to understand & learn from its structure, vocabulary and grammar, discussing and recording ideas to create a poster or presentation.

ENGLISH YEAR 5 AND 6

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

As part of wider debate or argument, use information and resources from these websites (and to find others – linking to Computing) to gather information.

Use ICT to conduct research about beach and water safety. E.g. using <https://rnli.org/safety/beach-safety>

ENGLISH YEAR 5 AND 6 continued

Writing spelling

Throughout the writing process:

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, solemn]
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology – root words - derivation
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary and use a thesaurus.

Composition

Throughout the writing process, explore and demonstrate:

- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Throughout the writing process, explore and demonstrate vocabulary and grammar knowledge and understanding by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- *will, would, can, could, may, might, shall, should, must* and *ought*.
- Using relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun
- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity and using brackets, dashes or commas to indicate parenthesis

ENGLISH YEAR 5 AND 6 continued

Writing composition	<p>Plan writing by:</p> <ul style="list-style-type: none">• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary.• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.• Ensuring the consistent and correct use of tense throughout a piece of writing.• Ensuring correct subject and verb agreement when using singular and plural.• Distinguishing between the language of speech and writing and choosing the appropriate register.• Proofread for spelling and punctuation errors.• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>
----------------------------	--

<p>Writing composition</p>	<p>Use Sami's Lucky Escape to stimulate performance, discussion and persuasive writing, to write scripts for news items, a documentary item, councillors etc. asking them to consider the issue of pesticide use, exploring writing forms, demonstrating vocabulary and grammar knowledge and understanding.</p> <p>Visit https://www.youtube.com/watch?v=5LkpG11DIPg and use this as a model to record your own informative news article.</p> <p>Plan a beach safety campaign, with associated information posters and fliers.</p>
-----------------------------------	---

ENGLISH YEAR 5 AND 6 continued

<p>Writing composition continued</p>	<p>Using the context of Sami's actions, predicament and rescue, chn explore narratives, both fiction including investigating non-fiction documents and age-appropriate reports available on-line, collating evidence for a report or letter to an official organisation exploring the use of and using modal verbs or adverbs to indicate degrees of possibility - <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i>.</p> <p>Drawing on reading and research to explore beach safety information, prose, posters, songs and poems on the internet or using Wild Tribe Heroes website resources: https://wildtribeheroes.com/teaching-resources/did-you-know/ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas. E.g. Learn the beach safety song from the RNLI https://www.youtube.com/watch?v=HmSM_Caw7yw</p> <p>Identify key vocabulary and use this – and words from the story - to collate a list of powerful words in a vocabulary list. Explore the language used in the book to emphasise the key safety messages identifying how deeper meanings and messages are conveyed by the author. Use the key words and phrases in a poem or rap – or put it to music – and film this to create a different way of 'getting the message' to a wider audience.</p> <p>Demonstrate and model rhyming couplets and promote discussion and debate about beach and water safety.</p> <p>Use this form to re-write the story of Sami and his experience as a modern day cautionary poem in the style of Hillaire Belloc (see https://www.gutenberg.org/cache/epub/27424/pg27424-images.html)</p> <p>After reading Sami's Lucky Escape, conduct research and write a factual report about beach and water safety. Create a Powerpoint, slide show for assembly.</p>
---	--

Discuss the story structure, characters and settings used within Sami's Lucky Escape and how Sami's actions advance the action. But there is little speech. How could dialogue be used to add more detail to the emotion and essence of the story?

Investigate different ways of writing dialogue and re-write elements of the story using speech. Add speech bubbles to the text or draw pictures / illustrations with supporting speech bubbles, or using speech only, re-write the story as a

ENGLISH YEAR 5 AND 6 continued

Y5 & 6 Writing composition continued

Use inference to identify features of argument, facts and opinions in the text forms in the writing and discuss the differences. Consider the form of writing – is formal or informal speech used? Does this differ in different sections of the book? Conduct research for and hold a class debate about the messages within the book to model 'argument' then write and edit an argument text.

Look at the different ways of writing in the book – is it direct or reported? Compare formal and informal writing including the use of the passive voice, useful for making writing sound more formal and objective.

Work with a partner to describe a setting using the illustrations from the book or PowerPoint on the Wild Tribe Heroes website: <https://wildtribeheroes.com/teaching-resources/digital-resources/>

Start with a 'Paint a picture in my head' – blind partner drawing activity. Sit opposite one another. One person has a picture from the book; the other partner has a blank sheet of paper on a clipboard or a whiteboard. Partner one describes the setting or image and partner two draws using the verbal description. Use powerful imagery and language as well as positional language to describe where on the page objects and subjects appear. Neither should be able to see one another's images until the 'final reveal' at the end. Working together, describe the differences and similarity and the language used to describe the image. Use the language to extend description in writing about the setting within as story, report, diary or non-fiction account.

Assess the effectiveness of their own and others' spoken descriptions and resulting images / writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Use of powerful adjectives to describe the setting – or Sami’s sensations as he notices the effects of the cold water or relief on being rescued. Consider where alliteration might be added to give additional impact.

Explore passive and active voice within the book, *e.g.* Sami was carried to the beach v the rescuers carried Sami to the beach, changing passive voice to active voice and vice versa using text examples from the book. Use and practice this in your own writing or as a warm up activity.

Read the story from where Sami was rescued from the sea by the coastguard.
 Discuss the features of chronological report writing including the use of punctuation and past tenses.
 Write a chronological report from the viewpoint of one of the rescuers.

MATHEMATICS: YEAR THREE

Number and place value	Multiplication and division	Fractions	Measurement	Statistics
Create a timeline of the RNLI history (see history) Use larger numbers to at least 1000. Research the number of rescues and lives saved in different RNLI regions using the RNLI operational statistics published each year.	Use multiples of 2, 3, 4, 5, 8, 10, 50 and 100 to count numbers of waves near the beach estimating first. In the playground, jump imaginary waves counting in multiples.	Use fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity linked to data found from research.	Use simple scaling by integers <i>e.g.</i> twice as long or five times as high, or twice as deep, to describe and compare sizes of the dunes and the depth of the sea. Raise money towards charitable foundations linked to beach safety and RNLI support, or saving the planet <i>e.g.</i> having a beach themed cake stall, giving change using manageable amounts. Record sales using £ and p.	Use simple scales pictograms and bar charts and interpret data about beach and sea rescues.

MATHEMATICS: YEAR FOUR

Number and place value	Multiplication and division	Fractions (including decimals)	Measurement	Statistics
<p>Begin to extend their knowledge of the number system with numbers beyond 1000 to include the decimal numbers and fractions that they have met so far.</p> <p>How can large numbers be shown to emphasise the scale of the problem as part of a message about the numbers of beach rescues and why these occur?</p>	<p>Practise recalling and using multiplication tables and related division facts linked to beach rescues. Use formal written method of short multiplication and short division with exact answers using calculations about the RNLI to solve word problems.</p>	<p>Use a number line to connect fractions, numbers and measures using word problems about issues highlighted in the story and measures that can be taken to 'make a difference'.</p>	<p>Explore capacity. Use measuring cylinders, beakers or small containers to explore how to measure the amount of displacement that results when objects are placed in them. Compare the original and resulting volume. Measure the average capacity of an ice cream cone. Measure and compare the capacity of different shells. Measure water temperature over time</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. Source: the RNLI publish operational statistics each year.</p>

MATHEMATICS: YEAR FIVE

Number and place value	Addition and subtraction	Measurement	Geometry: position and direction	Statistics
<p>Use some of the large numbers resulting from reading the RNLI operational statistics to solve problems and place value them on a number line in order (including measurement).</p>	<p>Using the formal written methods of columnar addition and subtraction and mental calculations with increasingly large numbers using facts from the story and RNLI reports.</p>	<p>Use knowledge of place value and multiplication and division to convert between standard units when collecting data or information from their investigations in to regional beach and sea rescues.</p>	<p>Draw a map and plot coordinates and position of Sami's journey, using the illustrations in the book as an inspiration.</p>	<p>Following research into beach and sea rescues decide how to represent data in the most appropriate stating why.</p>

MATHEMATICS: YEAR SIX

Number and place value	Ratio and proportion	Measurement	Geometry: position and direction	Statistics
Use some of the large numbers resulting from reading the RNLI operational statistics to solve problems and place value them on a number line in order (including measurement).	Use percentages or 360° when calculating angles of pie charts to represent data. Demonstrate understanding of ratio to compare quantities, sizes and scale drawings in an investigation into types of beach and sea rescues.	Use conversion tables (e.g. Introduce hectares (relate it to the area of the school field, for example). Give examples that illustrate conversion from square metres or square kilometres to hectares linked to nearby beaches, comparing tide in and tide out surfaces.	Work out how to get to the nearest beach using directional language and distances. Use online Apps to work out the fastest route, the most direct route etc.	Draw graphs relating two variables, arising from their own enquiry into a project on the types of beach and sea rescues, e.g. inflatables, swimmers, surfers etc., using this data to find the mean etc. Draw this as a graph.

SCIENCE: YEAR THREE

Animals, including humans	<ul style="list-style-type: none"> Identify that humans have skeletons and muscles for support, protection and movement. 	<p>Research different food groups and how they keep us healthy and design meals based on what they find out, e.g. a beach picnic, or meals to support strength for swimming and sports development.</p> <p>Explore the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions, and the importance of this in relation to swim strength and skills needed for self-rescue and floating.</p>
---------------------------	---	--

Rocks	<ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties recognise that soils are made from rocks and organic matter. 	<p>Linked with work in geography, explore different kinds of rocks and soils including sand.</p> <p>Work scientifically by observing sand exploring how and why it has changed over time e.g. using a hand lens or microscope to help them to identify whether they have grains or crystals, and whether they have fossils in them. Raise and answer questions about the way sand is formed</p>
-------	---	---

SCIENCE: YEAR FOUR

All living Things	<ul style="list-style-type: none"> Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>Use the school setting <u>throughout the year</u> to raise and answer questions to identify and study plants and animals in their habitat and how the habitat changes throughout the year. Explore examples of human impact (both positive and negative) on environments such as the positive effects of nature areas, ecologically planned areas, or school ponds, and the negative effects of population and development, litter or dune erosion.</p> <p>Research the plants, birds and animals found on the seashore explaining how they differ from plants and animals found on land / inland.</p> <p>Explore the tides and the importance of knowing about them when at the beach.</p> <p>Explore classification and grouping of animals - fish, amphibians, reptiles, bird, insects and mammals – describing observable features such as body features, behaviour, and life cycles, explaining similarities and differences and what the animals in each group have in common.</p> <p>Draw a table comparing seaside creature characteristics, including how big they grow, what they eat, where they live, what they look like, where most are found. Use this information</p>
-------------------	---	--

SCIENCE: YEAR FIVE

Earth and Space	<ul style="list-style-type: none">• describe the movement of the Earth, and other planets, relative to the Sun in the solar system• describe the movement of the Moon relative to the Earth• describe the Sun, Earth and Moon as approximately spherical bodies	Explore tides and how they are created and the importance of knowing about them when at the beach.
-----------------	---	--

<p>Forces</p>	<ul style="list-style-type: none"> • identify the effects of water resistance, that act between moving surfaces • understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. 	<p>Explore resistance in water by making and testing boats of different shapes. Investigate how different shaped objects float or sink in water. Plan an investigation using plasticine shapes (link to maths and use a cube, sphere, cone and cylinder or flattened circle) made with the same weight of plasticine. Time how long each shape takes to sink. Repeat 3 times and calculate a mean time. What made the test a fair one? How did you record the result? What did you find out? Explain what you found out to a friend. Have a look at this as an example: https://www.bbc.co.uk/teach/class-clips-video/investigating-air-and-water-resistance/z4m6nrd</p> <p><i>At the swimming pool</i>, walk and try to run from one side of the shallow end to the other, to feel the effect of water resistance. Explore the difference between lying flat on the surface of the water (star float) and being upright. Explore the differences between swimming in a pool/ still water and the sea / moving water.</p> <p>Explore the effects of levers, pulleys and simple machines on movement. Watch https://www.youtube.com/watch?v=nO1uRoqXxd4 and 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> <p>Design and make artifacts that use simple levers, pulleys, gears and/or springs and explore</p>
---------------	--	---

SCIENCE: YEAR SIX

<p>Animals including human</p>	<ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<p>Build on learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Investigate the effects of cold water shock and adrenalin reactions to shock and danger. Watch https://nli.org/youth-education/education-resources/upper-primary/cold-water-impact</p> <p>Explore how to keep their bodies healthy and how their bodies might be damaged e.g. by inhaling seawater.</p> <p>Work scientifically by exploring the work of scientists and scientific research about the relationship between diet and exercise, lifestyle and health in relation to promoting health and exercise, e.g. swimming</p>
--------------------------------	---	---

KS2 FOUNDATION SUBJECTS

<p>Art and Design</p>	<ul style="list-style-type: none"> ■ To create sketch books to record their observations and use them to review and revisit ideas ■ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> ■ Copy one illustration from the book – focus on visually describing the setting exploring how colour can be used to convey the emotion Sami is feeling. ■ Explore how the illustrator uses line, colour, tones and shades to show movement (e.g. of the water and boat in the sea) or to convey meaning. ■ Design a poster to educate people about beach safety and water safety using Information found in the books or on the Wild Tribe Heroes website: https://wildtribeheroes.com/get-involved/ add quality illustrations and detailed drawings to research, science and narrative writing. ■ Print an enlarged – A3 - image of Sami or a scene from Sami’s Lucky Escape onto paper, cut it in half, and stick one half onto another piece of A3 plain paper. Use watercolours or collage to ‘match’ the missing side with careful drawing, painting and colour matching.
------------------------------	---	--

KS2 FOUNDATION SUBJECTS

Computing	<ul style="list-style-type: none">■ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content■ Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information■ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to	<ul style="list-style-type: none">■ Go to the Wild Tribe Heroes website to access and use information about Sami https://wildtribeheroes.com/teaching-resources/did-you-know/■ Following research, design a beach and water safety 'float to live' information poster adding text to images or create a slide show to show the importance beach and water safety■ Collect sort and display information about beach and water safety, e.g. flags, to answer simple questions■ Word-processing e.g. write own page for an information book using digital photographs or to record processes (linking to the science investigation).■ Word process final copies of a poem or song about beach and water safety or short story for display.■ Take a series of linked photographs to use as a slide show or presentation for assembly.■ Use 'Paint' or paint imaging package to create a picture, save and retrieve the image.■ Use a tablet to record other children working or performing, save and retrieve.■ Use Garageband or similar to compose music to accompany a film or slideshow or documentary.
------------------	---	--

KS2 FOUNDATION SUBJECTS

<p>Design Technology</p>	<p>Design</p> <ul style="list-style-type: none"> ■ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ■ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ■ Select from and use a wider range of tools and equipment to perform practical tasks accurately ■ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> ■ Investigate and analyse a range of existing products ■ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ■ Understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p>	<p>Explore forces – pulleys and levers. Identify forces acting on objects. Design and create a streamlined boat. Explore buoyancy by building a boat to carry ‘passengers’ (Google Polar Explorer Programme to find the engineering unit: design a boat out of plasticine).</p> <p>Look at equipment used to rescue victims from the water, e.g. different buoyancy aids, throw lines, rescue buoys etc.</p>
---------------------------------	---	--

KS2 FOUNDATION SUBJECTS

<p>Geography</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn <p>Place knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United 	<p>Use a map to find out where the nearest beaches are found and the journeys needed to get there.</p> <p>Using the illustrations from the book, and video links, compare the setting with their own local area.</p> <p>Imagine you have arrived at the seaside. What are your first impressions? What can you see and feel? Use all of your senses. What are you wearing and why? Use diary-writing form (1st person). Use the book illustrations to help you.</p> <p>Use vocabulary to describe the human and physical features illustrated in the books.</p> <p>Link to English by making a list of items you would take with you to this area giving reasons why in each case.</p> <p>Describe Sami's journey using compass directions. Use compass directions to map a journey in the school playground or outdoor area.</p> <p>Use topography and wind direction to explore the effect of wind and tides on objects in water. Link to maths to estimate / work out how fast a person or object might travel.</p> <p>Find the location of the local RNLI. Where is the nearest beach or lake that that has a lifeguard?</p> <p>Use the illustrations from the book to create a bird's eye view of the setting and map. Plot the story on the map – what happens where?</p>
-------------------------	--	---

KS2 FOUNDATION SUBJECTS

<p>History</p>	<ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms regularly addressing and sometimes devising historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of 	<p>Explore the history of the RNLI. https://www.youtube.com/watch?v=SxaGAZ7m1u0 then make a timeline of the major points in the film.</p> <p>Learn about Grace Darling e.g. https://rnli.org/youth-education/education-resources/lower-primary/topic-pack</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. https://historicengland.org.uk/services-skills/education/teaching-activities/what-did-people-do-at-the-seaside-in-the-past/</p> <p>Explore how holidays now differ from those experienced in the past, linked to the industrial revolution and factories.</p> <p>Explore the history and development of seaside clothing (e.g. bathing outfits and wetsuits), transport, entertainment, jobs (including lifeguards and coastguards), advertising signs, activities (e.g. surfing and SUP), beach toys (e.g. the dangers of untethered inflatables), sunscreen and better sun and water safety awareness.</p>
-----------------------	--	---

KS2 FOUNDATION SUBJECTS

<p>Music</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music. 	<p>Use Garageband or similar to create own background music to accompany a slide show or film or watch to see how it appears on a digital graphic equalizer.</p> <p>Explore and identify and record if possible, different environmental sounds found at the beach. Does it vary?</p> <p>How can the sounds, such as the approaching rescue boat, be replicated using vibration? E.g. lip buzz (as used by trumpet players!) or make a comb kazoo by placing tissue paper over a comb, hold the comb by the edge, place the fold of paper to the lips and humming.</p> <p>Create water music using water in different containers.</p> <p>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.</p> <p>Write and compose own music that reflects the sound of the sea.</p> <p>Go to the beach and record different sounds, including the flapping of the safety flags.</p> <p>Learn the beach safety song from the RNLI https://www.youtube.com/watch?v=HmSM_Caw7yw</p>
---------------------	---	--

KS2 FOUNDATION SUBJECTS

PE	<ul style="list-style-type: none">• use running, jumping, throwing and catching in isolation and in combination• play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending• develop flexibility, strength, technique, control and balance,• take part in outdoor and adventurous activity challenges both individually and within a team• compare their performances with previous ones and	<p>Play seaside / beach games such as capture the flag.</p> <p>In the school field, other activities might include running to the 'sea', capture the flag (using RNLI flag designs) and other beach games, although these can also be done in the shallow end of the swimming pool!</p>
-----------	---	---

	<ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25m • use a range of strokes effectively • perform safe self-rescue in different water-based situations. 	During swimming lessons practice self rescue and Float to Live starfish floats.
--	---	---

KS2 FOUNDATION SUBJECTS

Language	A high-quality languages education should foster pupils' curiosity and deepen their understanding of the	<ul style="list-style-type: none"> • Design a poster that illustrates safe practice at the beach. Make it very visual and use key vocabulary and phrases from different countries to create an international campaign poster. • Look at the French units in Bloomsbury's National Curriculum Outdoors; a complete scheme of work series for KS1, Y3,Y4, Y5 and Y6.
-----------------	--	---

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 7 – 11 years old, multiple activities show children the RNLI's four fundamental water safety lessons as they collect virtual badges for a Water Safety Passport. Through play, video and discussion, the children learn how to plan for a trip near water, what to take and what to do, and how to identify possible dangers by rivers, lakes and the sea. A level 2 Water Safety Passport gives children a solid grounding in 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.

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/>