

**Pilgrim Federation EYFS & Key Stage 1 Curriculum Coverage for the Learning Theme:
Water & Colours**

Water (including The Seaside)

EYFS	Science	Art & Design	Computing	D&T	Geography	History	Music	PE	Other links/ideas
Continuous provision will be in place throughout the learning theme based on PLODS (possible Lines of development)	<p><u>The Natural World ELG</u> Explore the natural world around them, making observations and drawing pictures of animals Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p><u>Creating with Materials ELG</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Use technology to support learning.</p> <p>Understanding how to program to make technological equipment work.</p> <p>Recognise use of technology outside of school – wave power link to science.</p>	<p>Design – consider ascetics and functionality.</p> <p>Make – use a range of tools safely and effectively.</p> <p>Evaluate – test against criteria for purpose of design and judge.</p> <p>Adapt as necessary.</p> <p>Design and make your own boat.</p>	<p><u>People Culture and Communities ELG</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>Name and locate the world’s oceans (in relation to continents).</p> <p>Water cycle (links to science).</p>	<p><u>Past and Present ELG</u> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	<p><u>See also Charanga Schemes of work</u></p> <p><u>Being Imaginative and Expressive ELG</u> Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p> <p>Use voice creatively.</p>	<p><u>See also RealPE Schemes of work.</u></p> <p><u>Gross Motor Skills ELG</u> Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Look at the local area and how rivers and lakes have similarities and differences to the sea.</p> <p>Boating lake at Sheringham or Cromer.</p> <p>Link to pirates/ocean explorers https://www.bbc.co.uk/cbeebies/topics/pirates</p> <p>King’s Lynn Docks</p> <p>Lifeboat museum Sheringham</p>

Water (including The Seaside)

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
	<p>Animals and plants – what living things need to survive and thrive – need for water.</p> <p>Precious water – could be linked to drought and water projects around the world.</p> <p>Use of materials – waterproofing .</p> <p>Sinking and floating cork pirate boats.</p>	<p>Use a range of materials.</p> <p>Use drawing, painting and sculpture to express ideas and imagination.</p> <p>To study the work of a range of artists and develop techniques associated with line, form, shape, colour etc.</p> <p>Cardboard river https://www.darrellwakela.com/news/cardboard-box-river</p>			<p>Water as a means of creating landscape features – rivers, streams – coastal erosion.</p> <p>Oceans and Seas https://teachers.thenational.academy/units/oceans-and-seas-a546?from_query=sea</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Significant local events – for the coastal schools the notable storm and erosion damage.</p>	<p>Play tuned and untuned instruments.</p> <p>Experiment with and combine interrelated dimensions of music.</p> <p>Listen to a range of music recorded and live.</p> <p>Focuses could include Handel’s water music, Mendelssohn’s Fingal’s cave – how is the water represented?</p>	<p>Master basic movement.</p> <p>Participate in team games.</p> <p>Perform dances and sequences using patterns of movement.</p> <p>This could be topic linked if desired.</p>	

Water (including The Seaside)

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
	<p>What things live under the sea</p> <p>https://classroom.thenational.academy/lessons/to-identify-different-creatures-that-live-under-the-sea-75hkit?from_query=the+may+</p>	<p>Focuses could include well known paintings depicting water and/or artists that use technique to express water e.g. the work of Mark Shasha or Hokusai's 'the wave'.</p> <p>Seascapes</p> <p>Becca Boyce – printing</p>			<p>Where are the world's oceans?</p> <p>https://teachers.thenational.academy/lessons/where-are-the-worlds-oceans-chk3jc?from_query=sea</p> <p>What is an ocean?</p> <p>https://teachers.thenational.academy/lessons/what-is-an-ocean-crrp6e?from_query=sea</p>	<p>Significant Britain's e.g. - Sir John Harrington and in the invention of the flush toilet, developments in lifestyle and health through sanitation</p> <p>Significant events in the past nationally and internationally incl. festivals where appropriate.</p>	<p>What sounds represent water and how is this changed as water moves differently? etc.</p>		<p>Compare sail, steam and petrol powered boats. Look at Jet Skis and Jet Bikes.</p> <p>Look at cruise liners</p> <p>CBeebies – Octonauts Old Jack's Boat</p> <p>Under the sea (EYFS)</p> <p>https://teachers.thenational.academy/units/under-the-sea-3ec2?from_query=sea</p>

Water (including The Seaside)

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
	<p>Name things that I would need to take to the beach https://classroom.thenational.academy/lessons/to-name-what-i-need-to-take-to-the-beach-64up2t?from_query=the+may</p> <p>Frozen Ocean quiz https://www.bbc.co.uk/cbbc/quizzes/frozen-planet-2-frozen-ocean?collection=cbbc-top-picks-today</p>	<p>Make your own model of Endurance https://www.rgs.org/schools/teaching-resources/make-your-own-model-of-endurance/</p>			<p>How deep is the ocean? https://teachernetnational.academy/lessons/how-deep-is-the-ocean-6hjk8c?from_query=sea</p> <p>What lives in the ocean? https://teachernetnational.academy/lessons/what-lives-in-the-ocean-71gk2r?from_query=sea</p>	<p>Examples could include – a life on the water – Nelson/ Captain Vancouver etc.</p> <p>Earnest Shackleton https://www.rgs.org/schools/teaching-resources/teaching-ernest-shackleton-as-a-significant-indivi/</p>			

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EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
					What's the difference between the ocean at the North Pole and the Equator? https://teachers.thenational.academy/lessons/how-is-the-ocean-different-at-the-north-pole-and-the-equator-c5jp2r?from_query=sea				

Water (including The Seaside)

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
					<p>Why are our oceans important? https://teachers.thenational.academy/lessons/why-are-our-oceans-important-cdj6cr?from_query=sea</p> <p>Why are oceans under threat? https://teachers.thenational.academy/lessons/why-are-the-oceans-under-threat-70t32c?from_query=sea</p>				

Water (including The Seaside)

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
					<p>How can we protect our oceans? https://teachers.thenational.academy/lessons/how-can-we-protect-our-oceans-c4vk6r?from_query=sea</p> <p>How are people protecting our oceans? https://teachers.thenational.academy/lessons/how-are-people-protecting-the-oceans-6rwkjd?from_query=sea</p>				

Water (including The Seaside)

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
					Campaigning to protect our oceans https://teachers.thenational.academy/lessons/campaigning-to-protect-the-oceans-ccrk6e?from_query=sea				

Colours									
EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
Continuous provision will be in place throughout the learning theme based on PLODS (possible Lines of development)	<p><u>The Natural World ELG</u> Explore the natural world around them, making observations and drawing pictures of animals</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p><u>Creating with Materials ELG</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</p> <p>Share their creations, explaining the process they have used; -</p>	<p>Create, develop and debug simple programmes – colour based games. Use of technology – projectors, light boxes and photographic equipment.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>	<p><u>People Culture and Communities ELG</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p><u>Past and Present ELG</u> Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	<p><u>See also Charanga Schemes of work</u></p> <p><u>Being Imaginative and Expressive ELG</u> Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music</p>	<p><u>See also RealPE Schemes of work.</u></p> <p><u>Gross Motor Skills ELG</u> Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p>	

Colours									
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	<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials. Why are certain things made in a particular colour (etc. traffic signs, tennis balls, fluorescent clothing)</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Develop a wide range of techniques – working with glass, silk painting etc. Famous works of colour – e.g. Blue dog paintings by Rodrigue</p> <p>Colour wheel</p> <p>Investigate how to make colours as well as shades of a colour.</p>		<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics .</p> <p>Explore and evaluate a range of existing products</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Colourful places awe and wonder.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce.</p>	<p>Listening to a wide range of recorded and live works – Famous music named after colours e.g. Gershwin’s Rhapsody in blue. Colour, mood and music</p> <p>The rainbow song performed with coloured ribbons or items.</p> <p>Sing the rainbow song using sign language.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Perform dance with simple movements as patterns – Responding to colour</p>	<p>Rainbow party – children bring in an item of food that has one of the colours of the rainbow – display on the page.</p> <p>Children come dressed in as many different colours as possible? Or Each child chooses a single colours and wears as many things as they can with that colour.</p>

Colours									
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	<p>Compare and group together a variety of everyday materials On the basis of their simple physical properties.</p> <p>Senses (light and sight) – links to animals and bodies.</p> <p>Flower colours, colours in nature.</p> <p>Evergreen trees vs. deciduous leaf change.</p>	<p>Vincent van Gogh, Sunflowers, 1888. Paul Gauguin, Still Life with Mangoes, 1891-1896.</p> <p>Mark Rothko, Untitled (Violet, Black, Orange, Yellow on White and Red), 1949.</p> <p>Vincent van Gogh, The Night Café, 1888. Robert Adam, The Croome Court tapestry room, Worcestershire 1758-67..</p>		<p>Evaluate their ideas and products against design criteria – E.G. Glass work – stained glass and pottery work.</p> <p>Make a rainbow cake using different food colourings.</p>	<p>Top 20 Most Colourful Places in the World Via Galuppi, Burano, Italy. Venice usually gets all the fame for being romantic and scenic, but the tiny island of Burano has some serious photogenic treasures. Rue Targui, Chefchaouen, Morocco. Balat Istanbul. Rio de Janeiro. Jodhpur, India. St. Old San Juan, Puerto Rico. La Boca, Buenos Aires.</p>	<p>Medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</p> <p>Fox Talbot – invention of photography and changes to colour</p>	<p>Can we hear colour in music? https://www.bbc.co.uk/programmes/articles/3f0PKVN1k6GYJy8Zkdt7Lx/can-we-really-hear-music-in-colour</p>		

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	Spring vs. Autumn colours. Fireworks. Birds' feathers. Moths and Butterflies. Animals colouring & camouflage.	Frederic Church, Cotopaxi, 1862. Colour tables/areas to find and share things with the same colour.			Identify seasonal and daily weather patterns – links to light and weather. Creating Maps for the colour blind https://www.rgs.org/schools/teaching-resources/colour-blind-friendly-mapping/				

Water (including The Seaside)

Possible links to English:

<https://www.booksfortopics.com/seaside>

<https://www.booksfortopics.com/under-the-sea>

Fiction:

The Lighthouse Keeper's Lunch - Ronda Armitage & David Armitage

At the Beach - Roland Harvey

Katie Morag's Island Stories - Mairi Hedderwick

Town Is by the Sea - Joanne Schwartz & Sydney Smith

Storm Whale - Benji Davies

Sally and the Limpet - Simon James

Magic Beach - Alison Lester

Billy's Bucket - Kes Gray & Garry Parson

Dougal's Deep-Sea Diary - Simon Bartram

Twinkle, Twinkle, Squiglet Pig - Joyce Dunbar & Tim Hopgood

Poetry:

Seaside poems – Janet Bennett

Hooray for Fish - Lucy Cousins

The Snail and the whale – Julia Donaldson

Tiddler

Possible Links to Maths:

Measure and scale (when using maps)

Water (including The Seaside)

Possible links to English:

Possible Links to Maths:

Non-Fiction:

The Rhythm of the Rain - Grahame Baker-Smith
Secrets of the Seashore: A Shine-a-Light Book - Carron Brown & Alyssa Nassner
A First Book of the Sea - Nicola Davies & Emily Sutton
How Does a Lighthouse Work? - Roman Belyaev
Flotsam - David Wiesner (wordless picture book)
The Coral Kingdom - Laura Knowles & Jennie Webber
Seashore: 100 Facts - Steve Parker
Atlas of Ocean Adventures - Emily Hawkins & Lucy Letherland
The Big Book of the Blue - Yuval Zommer
10 Reasons to Love a Turtle - Catherine Barr & Hanako Clulow
Shark Lady - Jess Keating & Marta Alvarez Miguens
Smart About Sharks - Owen Davey
The Blue Whale - Jenni Desmond
Under the Sea (See Inside) - Kate Davies and Colin King
Life on Earth: Ocean - Heather Alexander & Andres Lozano
One Day On Our Blue Planet: In the Ocean - Ella Bailey

Fiction:

The Snail and The Whale – Julia Donaldson
The Lighthouse Keeper’s Lunch – David & Ronda Armitage

Song:

Row, row, row, your boat
There’s a hole at the bottom of the sea

Drama:

Colours

Possible links to English:

Fiction:

Eric Carle - Brown Bear Brown Bear

The Magic Paintbrush – Julia Donaldson

The Day the Crayons Quit – Drew Daywalt

The Rainbow Bear - Michael Morpurgo

Elmer The Patchwork Elephant – David McKee

The mystery of the colour thief - Ewa Jozefkowicz

Little Red Riding Hood

The Colour Monster – Anna Llenas

Rainbow Fish – Marcus Pfister (link to water and colour)

Non-Fiction:

Pezzettino – Leo Lionni

Blue – Nana Ekua

Poetry:

My Many Coloured Days – Dr. Seuss

How do you make a rainbow? – Caroline Crowe

Song:

Rainbow song

Who put the colours in the rainbow?

Drama:

Possible Links to Maths:

Measure and scale (when using maps)