



# Lifeboats



## Topic Intent

Over this unit we hope children will develop their vocabulary surrounding the sea and coastal location they know as home. We will develop this through fictional picture books initially using illustrations as a stimulus for writing. Once we have established our locational vocabulary we will discuss the significance of lifeboats and their role in keeping people safe at sea and near the coast. The area of sea safety and risk management links directly with our RSHE curriculum objectives. We will spend sessions at the beach using the location not only as a vehicle for learning (e.g. setting description, atmosphere, flotsam etc) but also as an outside classroom to help immerse the children in their location as this is a strong thread through this topic. Using video stimulus, both fictional and documentaries, we will develop our understanding of the power of the sea and use this to write narrative and also diary entries. We will look at the service that the RNLI offer and how help is given, also related to our own location and the types of lifeboats/ call outs needed. Once the children are familiar with this, we will provide a contrast by looking at how lifeboats have changed over time and researching more about our school's namesake, the 'Zetland'. We will also look at key historical local rescues through time and consider the emotional impact that these may have had on those involved. Our topic will be supported with visits to the local beach, the RNLI station and the Zetland Lifeboat Museum.

## English – National Curriculum and skills

### Composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally
  - Use a range of effective vocabulary
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

## Overview

Descriptive writing and vocabulary extension about the sea

Diary writing – lifeboats

Information text – safety rules/ historical events

Flotsam by David Wienser –

<https://www.booksfortopics.com/post/flotsam>

Descriptive writing

Character description/backstory



- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

**Handwriting and Presentation**

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

**Vocabulary, grammar & punctuation**

- Punctuate sentences accurately \*
- Use capital letters appropriately \*
- Use fronted adverbials followed by a comma
- 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
- Use a range of appropriate, specific vocabulary relevant to the topic/genre

Persuasive writing – advert for camera

The Secret of Black Rock – Joe Todd-Stanton

Debate

The Lighthouse – retelling a narrative

<https://www.literacysshed.com/the-lighthouse.html>



<b>History – National Curriculum and skills</b>	<b>Overview</b>
<p>Study an aspect of local history</p> <p>Changes over time</p> <p>Answering questions about change, cause, similarity, difference and significance</p> <p>Construct responses that draw upon what they have learnt</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>The 'Zetland' Lifeboat</p> <p>Changes to lifeboat rescue over time</p> <p>Historical rescues 'The Visitor'</p>

<b>Geography - National Curriculum and skills</b>	<b>Overview</b>
<p>Locational Knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human and Physical Geography: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Fishing port, link to trade/ job opportunities</p> <p>Redcar Beach – physical/ human geography</p> <p>Map reading (4 &amp; 6 figure grid references and 8 point compass direction)</p>



# MEDIUM TERM PLANNING | UNIT OBJECTIVES

Zetland Primary School

Year Group: 3

Key Questions	Wider Experiences	Vocabulary
<ul style="list-style-type: none"> <li>• What do we need to remember to stay safe by the sea?</li> <li>• How have lifeboats changed over time?</li> <li>• What is the sea like during a storm?</li> <li>• What is it like living by the sea?</li> <li>• Which lifeboat is required for where we live and why?</li> </ul>	Lifeboat museum RNLI Redcar Beach - Kelly Kettles, Creating big pieces of art, fossil hunting, outside classroom	Zetland ,Lifeboat ,RNLI, Rescue , Port, Bow Coxswain , Pager, boat, ship,, submarine, motorboat, tugboat, slipway, yacht, crewmen, seamen, coastguard, vessel, sailors, trawler, emergency, lifeboats, dinghy, rowboat, rescue, moored, canoe, raft, inshore, craft, sloop, paddling,

Linked Texts	Home Learning Opportunities
The Secret of the Black Rock by Joe Todd-Stanton Flotsam by David Wiesner	Create a model lifeboat – does it float?

Other subjects
PE – Gymnastics and Team Games Music – Charanga and Sea Shanties MfL – French (Y3 – Where I live and How I look) Science – Animals (Including Humans) Design and Technology – Kites Maths - Multiplication & Division, Money, Statistics, Length & Perimeter, Fractions Computing – Coding RSHE – Being Healthy and Emotions RE – Jesus’s Miracles and Easter Art – Pastels and Water Colours, Portraits