



KS1 Beach School Handbook

'We teach at the beach

and

make the most of our coast!'

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Intent

'We teach at the beach and make the most of our coast!'

Introduction

We are very proud to offer Beach School at Mosaic Federation. Our Beach School Curriculum follows the same ethos as our Forest School Curriculum and is developed around our school values of respect, resilience, engagement and responsibility. It is part of our offer of a broad and balanced curriculum and the four key environments (forest, beach, farm and factory) that we choose to study in order to enhance our children's experience of our world. We aim to give all children the opportunity to experience our beautiful local coastline and develop a lifelong love for our beach environment so that they have a vision to protect and conserve it in the future.

Beach School provides a wealth of opportunity to teach and consolidate numerous parts of our KS1 curriculum including national curriculum objectives from science, geography, history, art and PSHE. The wellbeing benefits of learning outdoors and children having responsibility for leading their own learning are exceptional. Our children thrive with this opportunity to develop their confidence and emotional intelligence.

Beach School is a long-term programme, combining in-school experiences with off-site visits over a two year cycle. The programme consists of a variety of teaching and learning activities including arts, exploration, play, and environmental work. Beach School is purposefully less "formal" than classroom learning, with flexibility in plans to follow children's interests, play being a key part of learning, and discussion positively encouraged.

Beach School Aims

Beach School is based on the view of education as the holistic development of pupils and recognises that academic achievement, knowledge and skills acquisition, PSED and mental wellbeing are all intrinsically linked.

The Beach School curriculum has 4 key strands that run throughout the programme which are also our school's key values:

- **Respect**- children will respect each other and our world. They will follow rules that they develop together to promote safety and wellbeing.

- **Resilience**- children will be resilient when learning new skills, gaining knowledge and developing understanding. There are elements of challenge and difficulty which will arise during the programme to give them the opportunity to develop emotional and physical resilience. Knowledge, skills and understanding in Geography, Science, History, PSHE, Art, DT, Music, Maths and Speaking and Listening will all be developed within Beach School.
- **Engagement**- children will work in teams to create and explore. They will manage themselves at times and take on various roles within their group. They will use their communication skills to actively engage with each other to complete tasks. Children will be given the opportunity to engage in a range of tasks that will teach them life-skills as well as key skills within the National Curriculum.
- **Responsibility**- children will learn that they have responsibility for their own actions and a responsibility to protect our environment. They will develop an understanding of conservation and the impact of humans on the natural world.

Children will be taught:

- How to behave sensibly, safely and act responsibly when using the beach
- About geographical features specific to the coast
- About seasons and tides
- About pressures on the marine environment; including over fishing and marine pollution
- About species identification and information
- How marine flora and fauna are adapted to survive in their environment
- To carry out mini beach cleans
- Environmental/marine art
- Team work, confidence in an outdoor setting, emotional intelligence.

Implementation

Organisation:

Children will have the opportunity to visit the beach at least 6 times each year in KS1 and will visit different beaches to gain further experiences and opportunities to compare them.

We will make the most of our local area and visit beaches in South Tyneside mostly but also North Tyneside and Sunderland.

We will link with local businesses and charities to give the children a wealth of opportunities and in turn support our local coastal industries. These may include but are not limited to:

- Marsden Grotto
- Souter lighthouse
- Shields Surf School
- Minchellas Ice Cream Parlour
- RNLI

Groups will travel to and from Beach School in our Mosaic minibus and an additional hired minibus.

We aim to include at least one family learning session in every 2 year cycle. Family Learning is an integral part of our Mosaic school life. We strive to give families the best opportunities and guidance to learn and play together, prompting family wellbeing, relationships and love for life-long learning together.

During Beach School, children will revisit content that is covered in various other topics throughout KS1 in addition to the topic that it is attached to. This ensures that knowledge, skills and understanding are embedded through experiences offering reflection and evaluation by the learner, supporting meta-cognition.

How is Beach School embedded in our Curriculum?

	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Cycle 1	Art Attack	Toy Story	Frozen Planet	Ship Ahoy!	Amazing Africa	Pirate Adventures! Beach School
Cycle 2	Me, myself and I	Zoom! (Technology)	Mega Structures	Fire, Fire!	Fantastic beasts and where to find them	I'm a survivor! Beach School

Cycle 1- Coverage

NC Subject	Objectives	Activity/ Session
Geography	<p>Seasonal Change and Weather</p> <ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the United Kingdom. To use simple compass directions (North, South, East and West) and locational and directional language. To describe the location of features and routes on a map. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features To devise a simple map; and use and construct basic symbols in a key <p>Local Knowledge</p> <ul style="list-style-type: none"> To name key places in our local area. To use geographical language to describe the beach, cliffs, coast and seas. <p>Locational Knowledge:</p> <ul style="list-style-type: none"> To understand the importance of the coast to the local area e.g. tourism. To look at how the locality of Marsden Beach has changed over time and present findings. 	<p>Observational Art</p> <p>Sundials</p> <p>Marsden Grotto and Marsden Rock Visit</p> <p>Pirate Day</p>
Science	<p>Animals Including Humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>Living Things</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive 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 Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Rockpooling</p>
History	<p>Beyond living memory</p> <ul style="list-style-type: none"> To name significant individuals from history such as Jack the Blaster and Blackbeard etc. To know the history of a local area- Marsden Grotto. 	<p>Pirate Day</p> <p>Rockpooling-fossils</p>

<p>PSHE</p>	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> ● Keeping myself safe outdoors <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> ● Caring for our world <p>Being My Best-</p> <ul style="list-style-type: none"> ● Healthy Mind 	<p>Beach School- all Conservation</p>
<p>Art</p>	<p>Drawing</p> <ul style="list-style-type: none"> ● Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. ● Use a sketchbook to gather and collect artwork. ● Begin to explore the use of line, shape and colour ● Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. ● Understand the basic use of a sketchbook and work out ideas for drawings. ● Draw for a sustained period of time from the figure and real objects, including single and grouped objects. ● Experiment with the visual elements; line, shape, pattern and colour. <p>Printing</p> <ul style="list-style-type: none"> ● Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings. ● Design patterns of increasing complexity and repetition. ● Print using a variety of materials, objects and techniques. 	<p>Observational drawing Oil Marbling</p>
<p>Music</p>	<p>Improvisation and Composition to create a Soundscape</p> <ul style="list-style-type: none"> ● use their voices expressively and creatively by singing songs and speaking chants and rhymes ● play tuned and untuned instruments musically ● listen with concentration and understanding to a range of high-quality live and recorded music ● experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Soundscape beach session and Music lesson in school</p>
<p>Maths</p>	<p>Measures- Volume and Capacity</p> <p>Position and Direction</p>	<p>Incidental discussions with water and sand exploration</p> <p>Pirate Day Coastal study including maps and field work instructions</p>
<p>Literacy</p>	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● 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 ● 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 ● participate in discussions, presentations, performances, role play/improvisations and debates ● select and use appropriate registers for effective communication <p>Reading: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ● listening to and discussing a wide range of poems, stories and 	<p>All sessions - Speaking and Listening</p> <p>Shared Stories: Sally and the Limpet</p>

	<p>non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none">● being encouraged to link what they read or hear to their own experiences<ul style="list-style-type: none">○ discussing word meanings, linking new meanings to those already known● understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none">○ drawing on what they already know or on background information and vocabulary provided by the teacher○ making inferences on the basis of what is being said and done○ predicting what might happen on the basis of what has been read so far● participate in discussion about what is read to them, taking turns and listening to what others say● explain clearly their understanding of what is read to the	<p>Lucy and Tom At the Seaside</p> <p>Winnie by the seaside</p> <p>Information Texts: Welcome to the rockpool</p> <p>First book of the seashore</p>
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Cycle 2 - Coverage

NC Subject	Objectives	Activity/ Session
Geography	<p>Physical Features:</p> <ul style="list-style-type: none"> to use basic geographical vocabulary to refer to key physical features, including: beach. <p>Fieldwork</p> <ul style="list-style-type: none"> to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	Beach combing Journey Stick Lighthouse Visit
Science	<ul style="list-style-type: none"> Identify common appliances that run on electricity (Y3/4) <p>Everyday Materials:</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Uses of everyday materials:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	Lighthouse Visit
History	<p>Me, Myself and I (Regional)- Beaches and Victorians</p> <ul style="list-style-type: none"> To be able to recognise local houses and landmarks that would date back to the Victorian era. To know that the beach was a popular pass-time for the Victorians. To explain what the Victorians may have done at the beach. To understand the history of our beach. To know when Souter Lighthouse was built. 	Lighthouse Visit
Art	<p>Sculpture</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Drawing</p> <ul style="list-style-type: none"> Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. 	Sand Sculpture Sand Art Lighthouse: Observational Drawing
DT	<p>Design:</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria 	Raft Design Raft Building

	<p>Make:</p> <ul style="list-style-type: none"> ● build structures, exploring how they can be made stronger, stiffer and more stable <p>Evaluate:</p> <ul style="list-style-type: none"> ● evaluate their ideas and products against design criteria ● critique, evaluate and test their ideas and products and the work of others 	Raft Evaluation
Maths	<p>Measures- Volume and Capacity</p> <p>Position and Direction</p>	Incidental discussions with water and sand exploration
Literacy	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● 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 ● 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 ● participate in discussions, presentations, performances, role play/improvisations and debates ● select and use appropriate registers for effective communication <p>Reading: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ● listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ● being encouraged to link what they read or hear to their own experiences <ul style="list-style-type: none"> ○ discussing word meanings, linking new meanings to those already known ● understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ making inferences on the basis of what is being said and done ○ predicting what might happen on the basis of what has been read so far ● participate in discussion about what is read to them, taking turns and listening to what others say ● explain clearly their understanding of what is read to the 	<p>All sessions - Speaking and Listening</p> <p>Shared Stories:</p> <p>The Lighthouse Keeper's Lunch</p> <p>The Littlest Lighthouse Keeper</p> <p>Gracie the Lighthouse Cat</p>
PSHE	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> ● Keeping myself safe outdoors <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> ● Caring for our world 	<p>RNLI</p> <p>Throughout beach school</p>

	Being My Best- <ul style="list-style-type: none"><li data-bbox="331 219 531 248">● Healthy Mind	
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Risk Assessments

- [Mosaic Beach School Risk Assessment](#)
- [Surf School Risk Assessment](#)
- Evolve completed by class teachers/ phase lead with relevant class details for each block at least two weeks prior to initial visit

Beach School Rules

- Children will develop their own beach school rules as part of their preparation session
- Safety measures will be shared with the children before each session and consistent routines and expectations must be followed for safety

Useful Resources

<https://www.mcsukhttps://www.livingseasnw.org.uk/what-we-do/schools-education/beach-school.org/coolseas/>

<https://www.mcsuk.org/seachampions/meet-the-team/matt-barnes>

<https://www.tynemouthaquarium.co.uk/education-and-group-visits/school-trip/>

http://www.heyhouses.lancs.sch.uk/index.php?category_id=763

<https://www.livingseasnw.org.uk/what-we-do/schools-education/beach-school>

Impact

How will we measure the impact of Beach School for our children?

Beach school is very closely linked to our KS1 curriculum including NC objectives but it has an impact on so much more than a formal curriculum can measure. Beach school promotes child led learning and it is our intention that we focus on children's wellbeing and cultural capital alongside the curriculum objectives.

Evidence

Children's work will be recorded in journals. The children will contribute to the journals throughout their beach school experience and add the following cycle the next year. These journals will be used to both celebrate and track progress and achievement for the children. They will be able to look back at what they have achieved and hopefully articulate their learning and enjoyment. The journals will include photographs, children's work, children's comments and observations completed by staff. Children will have the opportunity to take their own photos and comment on their own successes. The journaling process will consolidate learning for the children and allow them to reflect on their experiences.

Displays in school will serve as learning walls and remind children of their Beach School experience. There will also be a curiosity cabinet and books related to the Beach School topics for children to access in school to support their learning. Again, this will help children to build on prior learning and recall their experiences.

Teacher Assessment

The objectives covered by Beach School will be tracked using our Curriculum Assessment Grids as in any other Creative Curriculum Topic. These are based on teacher assessment which is considered using knowledge of the child and work produced over time.

Child Assessment:

In addition Beach School will utilise the tools of child centred assessment. Children will have opportunities to self and peer assess their knowledge, skills and understanding in the moment. Key questions will be modellings and in their group roles, children might be encouraged to challenge or question each other's decisions. For example, staff may pose careful questions such as:

'Were you a good leader today?'

'How did you help the environment today?'

'Why did that not go to plan?'

Leuven Scales of Well-being and Involvement

The **Leuven Scale** is a five-point **scale** that allows practitioners to measure children's 'emotional well-being' and 'involvement' – two vital components of learning, development and progress in children. These are an excellent tool for measuring the impact of Beach School on children's emotions as well as their level of engagement and fit very well with our aims.

The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

The Leuven Scale for Involvement

Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Y1 Hedworthfield-Mon	Y2/LU1 Hedworthfield-Tues	Y2 Valley View-Wednesday	Y1 Valley View-Thursday
Tuesday 21st June	Tuesday 14th June- rockpooling 10am	Wednesday 15th June	Thursday 23rd June
Tuesday 28th June rockpooling 10am	Monday 27th June	Wednesday 22nd June- Marsden	Thursday 30th June 10am rockpooling
Monday 4th July- marsden	Monday 11th July- marsden	Wednesday 29th June rockpooling 10 am	Thursday 7th July- marsden

