

Oh I do like to be beside the seaside Curriculum Driver

Year 1 Summer Term

Topic Question: Do you like to be beside the seaside?

Linked people of study: Local Artist

Linked texts: Lighthouse keepers lunch by David Armitage, Flotsam by David Wiesner, Seaside poetry, The big book of blue by Yuval Zommer

Linked Music: Rainbow Pond Music linked to sounds at the beach

Trips/Visitors: Tate Gallery/Beach Trip

Topic Composite/Finale: Shared Learning Afternoon- Invite parents for a picnic and share beach leaflets.

Linked Prior Learning: Building on children's 'Understanding the World' 30-50 months EYFS

Year 2 Future Learning Link: Habitats, Comparing UK to another country

Geography

Intent: To identify Cornwall on a map and name local beaches. To be able to identify key features of a beach.

Skills, and Knowledge Components Focus

- Know the world has continents and oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

Sticky Knowledge:

- I know that a continent is a large area of land on Earth.
- I know that an ocean is a large area of sea.

Key Vocabulary: beach, cliff, coast, continent, ocean, Earth

Subject Composite: Visit to a local beach. Beach sculpture, rock pooling.

Impact: Children are able to identify geographical features using key vocabulary.

Science

Intent: To have a good understanding of a variety of animals including those found at the beach and in the sea.

Skills, and Knowledge Components Focus

- 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)
- Observe changes of the 4 seasons across the 4 seasons

Sticky Knowledge:

- I know that mammals give birth to live young and are warm blooded.
- I know that a fish is cold-blooded and breathes underwater using gills.
- I know a bird is warm blooded, lays eggs and has wings, feathers and a beak.
- I know reptiles are cold blooded, lay eggs and have scales.
- I know amphibians are cold-blooded, lay eggs, and live on land and water. They can breath underwater through gills.
- I know vertebrates are animals that have a backbone.
- I know that invertebrates are animals that do not have a backbone.
- I know that animals that only eat meat are carnivores.
- I know that animals that only eat plants are herbivores.
- I know that animals that eat plants and meat are called omnivores.
- I know that the four seasons are Summer, Spring, Autumn and Winter.

Key Vocabulary: backbone, cold blooded, carnivore, cold blooded, environment, farm, gills, herbivore, invertebrate, omnivore, pet, temperature, vertebrate, warm blooded, wild, amphibian, bird, fish, mammal, reptile, seasons, Summer, Spring, Autumn, Winter

Subject Composite: Visitors Beach leaflet

Impact: Children are able to describe using scientific vocabulary animals in the world around them.

DT

Intent: To design and make a healthy lunch.

Skills, and Knowledge Components Focus

- Understand which foods are healthy and which foods are treats.
- Suggest healthy dishes to prepare and make.
- Understand where some foods come from. Meat, fruit and veg.

Sticky Knowledge:

- I know which foods are healthy and which foods are treats.
- I can name different fruits and vegetables and know where some of these come from.
- I know that meat comes from animals.

Key Vocabulary: healthy, treat, meat, fruit, vegetables, design, prepare, sandwich, baguette, bagel, filling, chop, slice, spread, cut, serve

Subject Composite: Plan and make a healthy lunch for the lighthouse keeper and a family picnic.

Impact: Children can make their own healthy sandwich and prepare food in a safe way. Children have a good understanding of why hygiene is important in the preparation of food.

Art

Intent: To use a local artists work as a starting point to develop their own beach pictures.

Skills, and Knowledge Components Focus

- Explore a range of work by other artists, craft makers and designers.
- Be able to give their opinion and say why they like/dislike the work of other artists.
- Use a piece of artwork as a starting point for their own work.
- Create art from imagination.
- Create a piece of art that is responding to an experience.

Sticky Knowledge:

- I know that an artist is someone who creates paintings, drawings or sculpture.
- I know that a gallery is a building where artists display their work.
- I know that art is created using imagination and experience.

Key Vocabulary: artist, imagination, experience, gallery.

Subject Composite: Create a piece of art work in the style of a local artist. Use imagination and experiences to create own.

Impact: Children know that they can be artists.

ICT

Intent: To give instructions to make objects on screens move. To know how to make objects moved when they are clicked. To know how to make objects disappear.

Skills, and Knowledge Components Focus

- To know what algorithms are and know how they are used.
- Understand how algorithms impact programming.

Sticky Knowledge:

I know that when a computer does something it is following instructions called code.

Key Vocabulary: Code, instructions, screen, direction, left, right, up, down, run, click, action, object, disappear, scene, programming, icon, start, save, share

Subject Composite: Children to share programmes in class.

Impact: Children are beginning to create a simple programme making objects move and disappear.