

# Beside the Seaside...

Year group 1

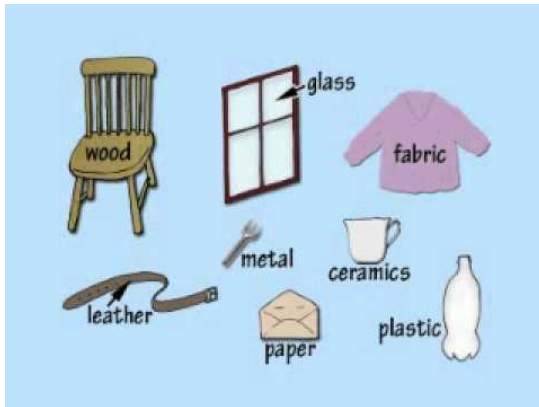
Autumn 1st half 2019



### Science

To identify and name everyday materials. To identify and name a variety of fabrics. To recognise that most objects are made from more than one material

To investigate the stretchiness and flexibility of selected materials. To recognize that the same objects can be made using different materials and this can affect their use. To identify and describe the physical properties of a selection of materials. To investigate which materials have the ability to float/sink.



Exploring and sorting materials –wood, metal, stone, glass, paper, fabric. Sorting items in a suitcase and in Ariel’s Grotto by material. Recycling game –sorting glass, paper and plastic. What examples can we think of where materials

### English

To compose a simple sentence orally before writing it, leaving spaces between words, sometimes use a full stop/ capital letter. Write for different purposes e.g. list, postcard. Understand the term; ‘noun.’ Write for different purposes e.g. list, diary entry. To use word endings such as -s to change a word to mean more than one. Using adjectives to create simple noun phrases. Spell and read common exception words – went, saw, said. To understand why a question mark is used and when one might be needed in a sentence. Use knowledge of 40+ phonemes to generate new words and to use high frequency words in writing. Understand the term verb. Learn about using ‘ed’ endings for verbs in past tense. Using capital letters for people and places.

Writing about holidays, making lists of items to take away, retelling seaside stories ‘Sally and the Limpet,’ ‘Sneakers the Seaside Cat,’ ‘Winnie the Witch Goes to the Seaside,’ ‘Commotion in the Ocean.’ Jump into seaside pictures and describe the scene. Seaside safety leaflets. Label seaside pictures and list things found in town, countryside and seaside. ‘Town Mouse and Country Mouse’. Practise cursive handwriting. Learn first 15 Common Exception words. Read Write Inc comprehension books. Vocabulary : seaside

### Geography

Identify and describe the main physical and human features of seaside environments. Extend vocabulary-coast, shore, town, country. Look at the stories of the Town Mouse / Country Mouse. What do we like about the town / country? The Beach: Label pictures of the coast. Writing postcards about our holidays. Provide **reasons** as to why it is important to protect living things at the seaside Using materials on beach –Studland trip. How do people use the beach? What do we find on the beach? How does this affect wildlife? **Understand** the interdependence of living things in seaside environments. Looking in a rockpool. **Identify, describe** and offer **reasons** for the presence of pollution on a beach. Locating seaside towns of Wembury and Poole and the Isle of Purbeck. Contrast Studland and Swanage-conservation / tourism. Which beach do you enjoy – why? **Describe** and **explain** how people can take greater care of the seaside environment. **Describe** and **explain reasons** why seaside holidays have changed in living memory. **Identify, describe** and offer **reasons** for European flight destinations from their nearest regional airport.



match use? Investigation – Why are my boots not made of paper? Why are towels sunglasses and swimming hats fit for purpose- what properties do they have? After reading ‘flotsam’ investigate which items float and which items sink.

### SMSC

Why should we recycle? What damage do one use plastics do? Why should we look after our world – link to RE.

Materials can be very beautiful e.g. glass, fabrics, metals etc. Are the most precious things the most valuable/ expensive? Midas story.

### RE

Creation. Looking at different views on how the world began e.g. humanist and Christian viewpoints. Why is it important to those of faith and those of no faith to look after and protect the world. What do Christians believe God made? Who has helped to spoil the world? How has this happened? What can we do to help to look after our world? What do we have to be thankful for in the world? Why do we say thank you at Harvest Time? What do we say thank you for? How can we help others who do not have so much at this time of year?

words barnacle , flotsam, names of sea creatures. Name the scientific equipment brought to the beach binoculars and microscope etc.



**Phonics:** Revise sh, ch, th, qu, ng and nk. Learn ee, ay, igh, ,ow, oo, ar, or, air, ir, ou, oy,oa, ai and ie.

### SMSC

We are so lucky to have the best of both worlds nice towns and beautiful countryside – what do you value about the countryside? Change can be difficult, as the mice found out, but if we do not try new things how will we learn about different ways of living? Should we help to preserve traditions in our seaside towns? What do seaside towns do for the area? Why is it important to look after marine life like Sally, in the story.



*SMSC What is happening in our local area to conserve marine life? Is this important to you? Video clips of marine life. Is tourism important in our area – why?*

*Why is the seaside so fascinating for us? What conservation project would you like to help with? What is worth preserving? Why is it important to leave animals in their habitats?*





### SMSC

Autumn is a time of change – new class, new teacher. What changes do you know about? Colours change when you paint, leaves change colour. How do Christians believe Jesus changed lives – making the sick well again? What changes can we make in our community to help others? To help protect wildlife and the environment?

### Art /DT

Seahorse art based on artwork of Eric Carle; sponge printed seahorses on wax resist background. Look at seaside harbour scenes with cottages, beach-huts, seagulls and lighthouses. Plan Christmas card art –Mixed media Snowmen.

Looking at works of art that use the seaside as inspiration. Monet's Women on the boardwalk at Trouville and Renoir's; children on the beach.

### Maths

Writing numbers as words to ten. Learning to use the part /whole model, to complete addition and subtraction within ten. Learn bonds to ten by heart Learning about numbers more than 9 / less than 20 which digit represents ten and which digit represents ones or units; place value.. 2D shapes – know circle, square, rectangle and triangle. Mental Maths adding one more, finding one less one less. Counting in 2s and counting forwards and backwards to 50. Problem solving involving addition and subtraction.



### History\*

\*Most of our Humanities work will be Geography based during this first half term. After half term our focus will be History.

**Describe** and **explain reasons** why seaside holidays have changed, in living memory.

**Compare and contrast** days at the seaside from the late 19<sup>th</sup> century and today through the artwork of the impressionists.

Look at the pictures of the children in the book Flotsam – can you tell what era they are from? When they lived? When did the boy first find the camera? What was a day on the beach like then?

### SMSC

We have local airports to take us all over the world now so we travel further for holidays. Is this a good thing? Is this travel good for our planet? What is a carbon footprint?

We have longer holidays than in years go by. Why is a holiday important? What do you like to do on holiday?

Why have people always enjoyed being by the seaside? What makes the seaside a



SMSC

If you were to paint a picture of your perfect day at the seaside what would you paint? Would the weather make a difference? Would who you spent that day with make a difference? Some children never have a holiday – what could be done to help them?



SMSC

Look at photographs of beehives, the giants causeway, shells, cactus, animal eyes, starfish, tree rings, wood grain, swans together, giant lily pads, leaves etc and think about wonderful shapes in nature.



Urban structures – Kings Cross, Bridges, Sydney Opera House etc. We can make amazing things with shapes.



special place? Children from the workhouse were sent to recuperate by the sea –why?

Is it fair that children were made to work?

Are we luckier today? Even though we didn't travel as far for holidays many years ago did that mean we didn't enjoy holidays as much?



We all want to travel to beautiful places but this has consequences – litter, erosion etc. How can we help keep our country beautiful?

