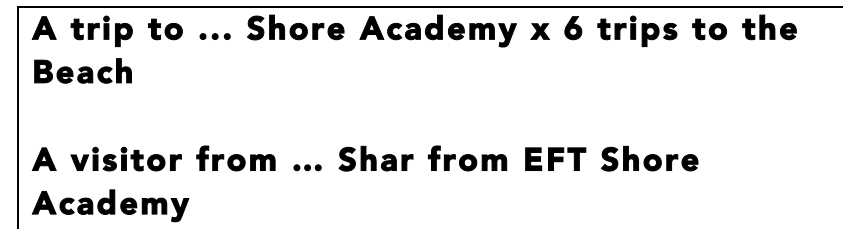
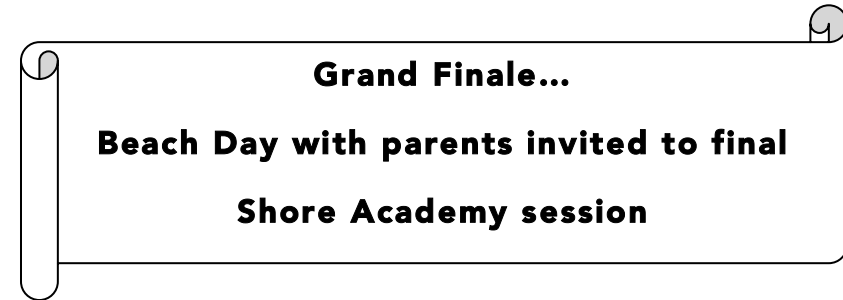


<b>Year: 1</b>	<b>Term: 6</b>
<b>Topic Name: I do like to be by the seaside</b>	
<b>Subject / Topic Focus: The seaside</b>	



## Everyone Can Curriculum Coverage

Subject	Topic	Coverage
<b>Science</b>	Looking at the sea and the creatures in it	<p><u>To work scientifically</u>            Ask simple questions.</p> <ul style="list-style-type: none"> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> </ul> <p><u>To investigate living things</u>            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.</p> <p>Animal lifecycles/staying safe at the beach/growing and changing (what can children do that babies can't do?) getting changed keeping themselves safe-what's in your swimsuit belongs to you.</p> <p>Democracy            Rule of law            Individual liberty            Mutual respect            Tolerance</p>
<b>History</b>	The seaside in time gone by	<p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul> <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> </ul>

		<ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. (growing and changing)</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul> <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>
<b>Geography</b>	Looking at the beach and surrounding areas	<p><u>To investigate places</u></p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. (belonging to our area)</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul> <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> </ul>

		<ul style="list-style-type: none"> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul> <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>
<b>Computing</b>	<b>Espresso</b>	<p>Beebots safer internet day e safety week</p> <p>Stay safe Rule of law Mutual respect</p>
<b>Design Technology</b>	Continuing on from art last term. Joining the sewing together to create a larger display	<p><u>To master practical skills</u></p> <ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul> <p><u>To design, make evaluate and improve</u></p> <p>Design products that have a clear purpose and an intended user.</p> <ul style="list-style-type: none"> <li>• Make products, refining the design as work progresses.</li> <li>• Use software to design.</li> </ul> <p><u>To take inspiration from design through history</u></p> <ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> <li>• Explore how products have been created.</li> </ul> <p>Democracy</p>

		<b>Mutual respect</b>
<b>Music</b>	<b>Charanga</b>	<b>Charanga and music for movement</b> <b>Mutual respect</b>
<b>P.E</b>	<b>PE Syllabus</b>	<b>Dance</b> <b>Mutual respect</b>
<b>R.E</b>	<b>RE Syllabus</b>	<b>What can we learn from visiting a church? Preparing for a visit to a church. What is a church?</b> <b>Visiting a church? What makes a church special?</b> <b>Tolerance</b>
<b>PSHE</b>	<b>PSHE Syllabus</b>	<b>PSHE Syllabus</b> <b>Staying safe</b> <b>Identifying feeling s and emotions</b> <b>Rule of law</b> <b>Individual liberty</b> <b>Mutual respect</b>
<b>British values</b>	<b>Democracy</b> <b>Rule of law</b> <b>Individual liberty</b> <b>Mutual respect</b> <b>Tolerance</b>	<b>Integrated across the curriculum</b>

<b>Vocabulary, Punctuation and Grammar focus:</b>	<b>Letter, capital letter, plural, singular, sentence, punctuation, full stop, question mark, exclamation mark; Separation of words with spaces; Sequencing sentences to form short narratives; Regular plural noun suffixes, suffixes added to verbs, prefix verbs</b>
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<b>Spelling Focus:</b>	<b>Progression will be the Letters and Sounds document.</b>
<b>Linked Extended Writing:</b>	<b>Diary writing, recounts, rhymes, poems</b>
<b>Cross curricular Maths opportunities:</b>	<b>Sorting, written problems, measuring,</b>
<b>Early Morning Maths Focus:</b>	<b>Multiplication</b>
<b>Target Writing Focus:</b>	<b>Focusing this term on areas arising following assessments.</b>