

Topic: Our Local Area and Coasts
Cycle Year:1 Term:3
Educational Visit:
The Black Country Museum or
Shrewsbury Castle



Personal, Social, Health and Emotional Development (including Relationships and Sex Education). Pupils will have the opportunity to:

Relationships:	Changing Me:
<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Religious Education:

What kind of world did Jesus want?

Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus · Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' · Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Understand the impact: · Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make connections: · Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

How and why do people mark the significant events of life?

Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean · Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today · Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean · Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) · Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) · Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones · Make links between ideas of love, commitment and promises in religious and non-religious ceremonies · Give good reasons why they think ceremonies of commitment are or are not valuable today.

PE:

- Striking and fielding: cricket and rounders
- Athletics
- Swimming
- Tennis
- OAA visit

Please see PE skills sheets for further guidance

As linguists we will explore the French language through:

- All about me: body parts (incl. 'Head shoulders, knees and toes')
- Making monsters - recap colours/clothes as well as body parts
- A French Story: Va-t'en-grand monster vert
- Numbers to 69
- Food (incl. 'Hungry Caterpillar/ La Chenille Qui Fait des Troues
- Ice Creams and opinions
- Instructions to make...

Please see French progression map for further guidance

As historians we will study their local area:

- The children will investigate their local area, and consider which buildings are of significance and should be preserved.
- They will conduct their own research, using sources including recommended websites, history books, street directories and census returns.
- They will also have the opportunity to visit and study local listed buildings and make links to historical events from the time of the building's construction.
- Use common words and phrases relating to the passing of time
- Develop a chronologically secure knowledge and understanding of British and local history
- Develop the appropriate use of historical terms
- Address and devise historical valid questions about change, cause, similarity, difference and significance
- Construct informed responses that involve selection of relevant information
- Understand how our knowledge of the past is constructed from a range of sources.

Please see history skills sheets for further guidance.

As geographers we will explore coasts:

- Develop their knowledge and understanding beyond their local area to include more of the UK.
- Name and locate counties and cities of the UK. The children will revise their understanding of the 8 compass directions.
- Learn about key topographical and physical features of the coasts to understand how some of these aspects developed, are changing now and how they have changed over time.
- Understand similarities and differences through the study of human and physical geography of a region in the UK (SW England (and a region of European country (Greece).
- Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety.
- Consider tourism, as both an economic and pleasurable activity.
- Think about the current and future effects climate change, rising sea levels and pollution, especially by plastics are having on our world.

Please see geography skills sheets for further guidance.

As designers we will focus on:

Design, make and evaluate a moving monster using pneumatics.

- Develop vocabulary and understanding of inputs and outputs.
- Explore existing products using pneumatic and hydraulic pressure.
- Create a product which uses pneumatic pressure from a syringe to inflate a balloon or pressurise another syringe, which causes the creature to move.

Please see design and technology skills sheets for further guidance.

As artists we will focus on:

Create a landscape water colour painting:

- Explore how different artists have drawn or painted landscapes in different styles (cubism, pointillism, modernism, expressionism) and develop our opinions about different types of art.
- To explore the work of Vanessa Gardiner and create our own coastal collage.
- Develop sketching skills and use of tone when using different sketching pencils and pens to draw different grass seed flowers and crop heads.
- To be able to mix colours to match an image, by lightening and darkening colours with white and black.
- Develop intensity of colour to develop shades (gradients, colour mixing and selecting colours) using watercolours.
- Use different brushes for different effects (larger brushes for washes and smaller brushes for details).
- To begin to consider how to construct their own composition.

Please see art skills sheets for further guidance

As musicians we will:

This term our music links to our community and:

- To understand metre through singing and playing instruments.
- To compose lyrics demonstrating an understanding of metre.
- To extend an arrangement of a song.
- To perform songs from our musical heritage
- To explore accompaniment ideas using ostinato patterns and improvised ideas.
- Whole class ocarina teaching to support music curriculum and to increase musicianship skills.

Please see music skills sheets for further guidance.

As experts in computing we will:

- Explore branching databases (3.6 2question)
- Explore simulations to replicate events or hypothetical situations (3.7 2simulate 2publish)
- Further our graphing skills and decision making about the best graph to use before sharing it on a class blog (2graph 3.8).

Please see computing skills sheets for further guidance.

As scientists we will focus on:

Work scientifically: Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:

- Ask relevant questions
- Set up simple practical enquiries, comparative and fair tests.
- Make observations, take accurate measurements using different scientific equipment.
- Gather, record, classify and present data in a variety of different ways to answer questions.
- Record findings in a range of different ways.
- Make predictions using their scientific knowledge and draw conclusions from results to answer scientific questions.

Plants:

- To revisit how to identify and describe the functions of different functions of flowering plants: root, stem/trunk, leaves and flowers.
- To revisit the requirements of plants for life and growth (air, light, water, nutrients from soil and room to go) and how they vary from plant to plant. Base an investigation on this learning:
Working scientifically investigation: How does light affect growing plants?
Investigate the difference between different seeds and how they germinate
- Investigate the way water is transported inside plants
- Explore the part that flowers play in the life cycle of flowering plants: pollination, seed formation, seed dispersal.
- To explore how plants can be classified into different categories: flowering and non-flowering plants, ferns and mosses.

Animals (including humans):

- Identify that humans and some animals have skeletons and muscles for support, protections and movement).
- Recognise that living things can be grouped in a variety of ways (vertebrates and invertebrates; separating invertebrates into snails/slugs, worms, spiders and insects)
- Changes such as growing up; knowing our bodies; life cycles; where do things come from.
- Construct and interpret a variety of food chains, identifying producers, predators and prey (focus on coastal habitat).
- Recognise that environments can change and this can pose dangers to living things (positive: nature reserves eco parks and garden ponds. Negative: loss of habitat, overhunting, pollinator loss). Coral reefs
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Please see science skills sheets for further guidance.

Develop our English skills through the stimuli of:

- Reading spine texts: The Butterfly Lion by Michael Morpurgo, Aesop's fables, The Tunnel by Anthony Browne (Picture book), The Cave of Curiosity by Pie Corbett (Poem) and Ducks Ditty by Kenneth Grahame.
- Explanation of a life cycle of a flowering plant
- Persuasive writing about coming to visit our local area.
- Narrative: retelling the story The Tunnel from Jack's point of view.
- Poetry: the children write their own poem inspired by the Cave of Curiosity.

Please see English assessment sheets for further guidance.

Develop our Maths skills through key foci of:

In line with the Herts for learning guidance:

- Number and Place Value Reasoning 2 - Decimals (Y3 - tenths. Y4 - hundredths)
- Measurement Reasoning 1 - Comparing, estimating and calculating with measures.
- Measurement and Statistical Reasoning 2 - Time, Timetables and Times Graphs.
- Operational Reasoning - Understanding and Applying the Four Operations
- Proportional Reasoning 3 - Finding Fractions of Quantities by applying their times table facts (Y3: 3, 4 and 8s. Y4: all facts to 12X12)
- Y1: Roman numerals (Y3 - to 12. Y4 - to 100)
- Y1: 3D Shape - Building and Identifying Properties
- Y1: Symmetry
 - points of a shape.
- Continuing to develop fluency for number and times table facts.
- Continuing to apply understanding to a range of reasoning and problem-solving tasks.

Commented [RK1]: @lev-williams, esther

I do not teach the Ancient Greeks any more. Caroline now has this topic, so you might want to move it and add something different for Corve.

Please see skills and knowledge in year group assessment grids.

