



Topic Web Year 1 Term 3 Oh, we do like to be beside the seaside!

WE ARE FOLLOWING WHITE ROSE SCIENCE (Released March 2024)

SCIENCE: PREVIOUS LEARNING CHILDREN NEED TO BE SECURE WITH:

- In reception, children discuss how to care for plants in the local area
- In Autumn, some trees lose their leaves

SCIENCE: PREVIOUS LEARNING CHILDREN NEED TO BE SECURE WITH:

- Children have planted seeds and observed changes over time
- Children will have had experience of cooking in reception

Science: Plants (5 weeks)

- Name and identify the roots, stem, leaves and flowers (including petals) on a plant
- Group and classify plant parts and make generalisations and spot simple patterns
- Identify and name tree parts (root, trunk, branches)
- Identify key similarities and differences between trees
- Name and identify common wildflowers and garden plants
- Group plants into wild/garden plants
- Identify plants in the local area
- Identify that deciduous trees lose leaves in Autumn
- Identify trees in the local area
- Group trees into deciduous and evergreen

Science: Growing and cooking (2 weeks)

- Understand that some plants can be grown and eaten for food
- Understand farming and that farmers grow food for others and how fruit and vegetables can be grown on a large scale
- Create ideas for meals using a variety of common fruit and vegetables

SCIENTIFIC VOCABULARY: root trunk branches flower petals leaf stem roots trunk branch fruit wildflower daisy garden plant sunflower nettle buttercup dandelion deciduous horse chestnut oak sycamore deciduous evergreen needles

SCIENTIFIC VOCABULARY: crops fruit vegetable seed plant cook

SCIENCE: PREVIOUS LEARNING CHILDREN NEED TO BE SECURE WITH:

- In reception, children planted grass seeds and kept them in different conditions
- Plants need certain conditions in order to grow well

SCIENCE: PREVIOUS LEARNING CHILDREN NEED TO BE SECURE WITH:

- The weather changes in different seasons
- The hours of daylight differs between seasons
- Animal numbers differ between seasons
- Plant growth differs between seasons
- Data collections have been taken in Autumn, winter and spring

Science: Planting C (1 week)

- Explore how seeds planted in Spring have changed over time
- Plant a range of summer-flowering plants and vegetables to see how different plants change over time

Science: Seasonal changes (1 week)

- Observe that there is more plant growth in summer and many animal numbers are at their peak
- Identify that the number of daylight hours are the greatest in the summer
- Know that the average temperatures in summer are the warmest compared to other seasons
- Describe and record the changes in weather over a week
- Compare similarities and differences between the four data collections over the year

SCIENTIFIC VOCABULARY: plant flower leaf stem roots seed growth measure growth trowel

SCIENTIFIC VOCABULARY: summer daylight weather night season rainy cloudy sunny daylight record weather

CONSOLIDATION (2 weeks)

PREVIOUS LEARNING CHILDREN WILL NEED TO BE SECURE WITH:

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- Remember some of the toys which Victorian children used to play with.
- Remember that the Victorians invented the railway.

- The UK is made up of England, Scotland, Ireland and Wales.
- London is the capital city of England.
- People visit London to see places such as Buckingham Palace, Tower of London and the London Eye.
- People visit London all year round.

History: SEASIDE IN THE PAST

- Identify features of seaside holidays.
- Discover what seaside holidays were like in the past.
- Understand the importance of the train for Victorian seaside holidays.
- Ask and answer questions about seaside holidays in the past.
- Use a range of sources to find out about seaside holidays in the past
 - Learn about features of past seaside holidays such as bathing machines; the pier and Punch and Judy shows.
 - Identify some similarities and differences between seaside holidays in the past and seaside holidays today.

Geography: THE SEASIDE

- Understand that the sea is a body of water and identify the seas which surround the UK.
- Use maps to identify seaside areas around the UK.
- Identify key features of seaside places (sea/ocean/coast/beach/cliff)
- Know that beaches are made up of different materials.
- Identify and learn the difference between a port and a harbour.
- Identify seasonal weather patterns at a seaside resort (e.g. Brighton)
- Know that people usually visit the seaside when it is warm
- Compare some of the features of a seaside resort (e.g. Broadstairs/Brighton) to London.

Cross Curricular ICT: DIGITAL RESEARCH:

LO: Explore a website to find interesting information

Use Google Maps to explore seaside places around the UK - use Street View to see what the seaside looks like

HISTORY VOCABULARY: Victorian steam train
bathing machines seaside evidence promenade
bathing costume carousel pier

GEOGRAPHY VOCABULARY: coastal coast sand cliff
Beach shingle weather sea ocean waves tide salt water
Transport

HISTORY SKILLS COVERED THROUGH THIS TOPIC:

HISTORICAL ENQUIRY: Understand some of the ways we find out about the past such as pictures.

CONTINUITY AND CHANGE: Discuss change and continuity in an aspect of life - e.g. holidays.

SIMILARITIES AND DIFFERENCES: Identify the similarities and differences between ways of life in different periods.

SIGNIFICANCE: Understand the importance of railways to seaside holidays.

GEOGRAPHY SKILLS COVERED THROUGH THIS TOPIC:

HUMAN AND PHYSICAL GEOGRAPHY: Identify seasonal weather patterns in the UK.

HUMAN AND PHYSICAL GEOGRAPHY: Identify key physical features - beach/coast/cliff/sea

HUMAN AND PHYSICAL GEOGRAPHY: Identify key human features - port and harbour.

MAP SKILLS: Use photos and maps to identify features.

Art: MAKING BIRDS

- Become familiar with using film as a source to create observational drawings of birds
- Create drawings of feathers working from real life
- Intuitively transform paper to create 3D forms by tearing, crumpling and collaging
- Create own sculptures of birds
- Collaborate to create a flock of birds

DT: COOKING AND NUTRITION: FRUIT AND VEGETABLES (KAPOW - 4 WEEKS)

- Design a smoothie carton packaging by hand or on ICT software
- Chop fruit and vegetables safely to make a smoothie
- Identify if a food is a fruit or a vegetable
- Learn where and how fruit and vegetables grow
- Taste and evaluate different food combinations
- Describe appearance, smell and taste
- Suggest information to be included on packaging

DT: STRUCTURES: CONSTRUCTING WINDMILLS (KAPOW - 4 WEEKS)

- Learn the importance of a clear design criteria
- Include individual preferences and requirements in a design
- Make stable structures from card, tape and glue

MUSIC : Pitch (Superheroes)

- To identify high and low pitched sounds
- To explore pitch by creating two pitch patterns
- To demonstrate tempo changes



- To create a superhero theme tune with a variety in tempo and pitch
- To perform a piece of superhero music showing a change of pitch and tempo

P.E (SUMMER 1): ATHLETICS

- Demonstrate the correct running posture
- Use the correct running posture to travel short distances
- Use a variety of different movements and speed
- Develop listening skills and quick reactions
- To be able to take off in different ways and land in a coordinated way
- Work in small groups taking turns
- Describe the effects of jumping activities on your body
- Jump forwards, backwards and sideways
- Jump using different combinations
- Use a range of different passes
- Hit a stationary target from different distances
- Have control and accuracy when throwing
- Develop awareness of distance and weight
- Choose different ways of throwing to suit, using heavy or light pieces of equipment

P.E (SUMMER 2): NET GAMES (USING A RACKET)

- Move safely in a controlled space avoiding others
- Practise controlling an object with a racket
- Move safely in a confined space avoiding others
- Practise controlling and hitting an object repeatedly with a racket
- Move whilst carrying and sending objects
- Practise controlling and hitting a ball to a partner
- Move whilst carrying and sending objects
- Practise controlling and hitting a ball against a wall and to a partner
- Control a ball whilst moving
- Produce a rally with your partner

P.E VOCABULARY:

Run high/low Balls of feet Head up flat feet Feet up high
Move arms quickly Listen for command Walk/run tall Move opposite arms to legs

P.E VOCABULARY:

Head up Eyes focused on the ball Ready position bend knees Hand grip Control Keep ball in the middle of the racket Follow through Rally

PREVIOUS LEARNING CHILDREN NEED TO BE SECURE WITH:

- A Christian place of worship is a church; and Islamic place of worship is a mosque and a Hindu place of worship is a Mandir.
- Jesus Christ is very important to Christians.
- Muhammad is very important to Muslims.
- Hindus have 5 daily duties.
- Christians baptise/christen their children to show they belong to the Christian community.

PREVIOUS LEARNING CHILDREN NEED TO BE SECURE WITH:

- The Christian holy book is called the bible.
- The Sikh holy book is called the Guru Granth Sahib.

R.E: How do you belong to Sikhism?

- How do religious people show they belong?
- What is Sikhism?
- How do children show they belong to Sikhism?
- Why do Sikhs tell the story of Guru Nanak bathing in the river?
- What did Guru Gobind Singh ask Sikhs to look like?
- What is the Amrit ceremony?

How well do we live well with friends and family?

- What makes me special?
- What special places do people have in their homes?
- Why is Friday night special in a Jewish home?
- What Hindu customs help brothers and sisters show that they care for each other?
- How does the bible help Christian families to forgive?

R.E SKILLS COVERED THROUGH THIS TOPIC:

- Name and talk about Sikh objects, artefacts and practices.
- Retell Sikh stories and messages and explain what is important to a Sikh person and why.
- Discuss and connect ideas between different religions.

R.E SKILLS COVERED THROUGH THIS TOPIC:

- Name and talk about objects, artefacts, beliefs, teachings and practices in different religions.
- Understand how the everyday actions of people are influenced

VOCABULARY: Sikh Sikhism Sikhist symbol religion Mandir
5 ks guru modest defend Nam Karan Amrit Khalsa ceremony

VOCABULARY: Shabbat forgiveness deity mezuzah Qur'an
cross Buddha challah parable forgiveness prodigal

PSHE: Citizenship

Responsibility

- Rules
- Caring for others
- Animals
- The needs of others

Community

- Similar, yet different

PSHE: Economic wellbeing

Money

- Introduction to money
- Looking after money
- Banks and building societies
- Saving and spending

Career and aspirations



- Belonging

Democracy

- Democratic decisions

- Jobs in school

COMPUTING: REAL WORLD TECHNOLOGY

By the end of the unit, children will know

- That technology can help us in our daily life
- That computers can be connected and used to communicate
- That the internet is a world-wide network of connected devices
- That digital tools can be used to organise information

Entitlement and enrichment: visit a London Beach (royal docks had one in 2015), visit a seaside area (broadstairs/ Brighton etc) , visit the park and fly a kite, visit the National Gallery/ Tate modern and look at Matisse's work.

Topic writing links: (please teach during Friday's literacy lesson and work in topic/Science books

- Write a poem about the seasons
- Write a fact file about plants and trees
- Write a postcard about a seaside holiday in the past
- Write a simple playscript for a Punch and Judy show
- Write a description of some of the objects used at the seaside in the past (e.g. a bathing machine)
- Write a simple recipe for food you might get at a seaside
- Write a simple holiday guide about a seaside area
- Write instructions for how to make a windmill

Literacy books which link to the topic:

The Lighthouse Keeper's Lunch - Ronda and David Armitage
At the Beach - Roland Harvey
Katie Morag's Island Stories - Mairi Hedderwick
A first Book of the Sea - Nicola Davies and Emily Sutton
Secrets of the Seashore : A Shine a Light Book - Carron Brown
Storm Whale - Benji Davies
Sally and the Limpet - Simon Jones
Magic Beach - Alison Lester
Billy's Bucket - Kes Gray and Gary Parsons
Seaside Poems - Jill Bennet
Steven Seagull Action Hero - Elys Dolan