

Year 1

Summer 1

Sun, Sea & Sand



This half term, we will be looking at features of the seaside. We will compare beaches, past and present, using photographs. We will go back in time and look at Victorian beach holidays which were very popular. We will be looking at beaches and oceans around the world throughout this topic. We will be developing our map reading skills further this half term too.

To enrich our learning, we will:

- WOW entry day: Seaside workshop – Maritime Museum
- Celebration point: Trip to New Brighton beach

English	Mathematics	Humanities	Science
<p>Key text: The Snail and the Whale - Julia Donaldson</p> <p>Written outcomes:</p> <ul style="list-style-type: none"> • Labels and captions • Poetry and rhyme • Character description 	<ul style="list-style-type: none"> • Multiplication • Division • Halves and quarters • Position and direction • Numbers to 100 • Time • Money 	<ul style="list-style-type: none"> • Exploring and describing the features of seaside holidays. • Using photographs to help deduce what seaside holidays were like in the past. • Discovering how, when and why seaside holidays became popular in Victorian Britain. • Finding out what seaside holidays were like in Victorian Britain. • To be able to order photographs of seaside holidays chronologically. • Identifying similarities and differences between seaside holidays now and in the past. 	<ul style="list-style-type: none"> • Identifying and locating the five oceans and seven continents of the world. • Exploring the human and physical features of beaches in Britain. • Identifying the location and features of the seas surrounding the United Kingdom. • Using fieldwork skills to find out about a particular beach. • Comparing a British beach with a beach in another part of the world. • Using compass points to move around a map between seas and oceans. <p>Types of animals</p> <ul style="list-style-type: none"> • Observe and recognise some simple characteristics of animals. • Learn that animals are similar to each other in some ways and different in other ways. • Start grouping animals by the key features of their appearance. • Creating a plan of a zoo environment incorporating different types of animals in their design. • Observe and classify animals in the local environment and beyond. • Classify animals that are mammals, birds, reptiles, amphibians or fish using simple observable features. • Record data, with help, in charts and tables and use these to answer questions.
<p>SMSC</p> <ul style="list-style-type: none"> • Tolerance/Respect –other people opinions • Democracy – debating water pollution. • Rule of law – safety at the seaside • Social- Rubbish in the sea • Moral - Looking after our beaches • Spiritual - Calming effect of the sea (meditation). • Cultural- Myths relating to the sea 	<p>Physical Education</p> <ul style="list-style-type: none"> • Net and wall <p>Arts/Technologies</p> <ul style="list-style-type: none"> • DT: Seaside snacks • Music: Your Imagination • Computing: Minibeasts 		

